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ABSTRACT

This handbook is designed to help teachers establish and maintain an occupational orientation program. The 10 chapters contain information on the following topics: (1) "What Is Occupational Orientation?" (2) "What Is Vocational Education?" (3) "How Do I Obtain Occupational Orientation Teacher Ceritfication?" (4) "What Rules and Regulations Affect Me and/or My Program?" (5) "How Do I Keep Abreast of All the Changes?" (6) What Makes an Effective Occupational Orientation Teacher?" (7) "How Do I Establish and Maintain Positive Public Relations?" (8) "What Is the Purpose of an Advisory Council?" (9) "How Do I Organize My Program?" and (10) "How Do I Obtain Career Guidance Materials?" Besides containing guidelines and information sheets directed toward occupational orientation teachers, the handbook also includes many classroom-use materials such as activity sheets, sample forms and certificates, student learning outcomes, a sample student occupational interest survey, and detailed forms and instructions for use in developing and maintaining a file of local career resources. The chapter on developing an effective occupational orientation program includes information on teaching regular classroom and special needs students, eliminating sex stereotyping, and maintaining class control. (MN)

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OCCUPATIONAL ORIENTATION TEACHER'S HANDBOOK

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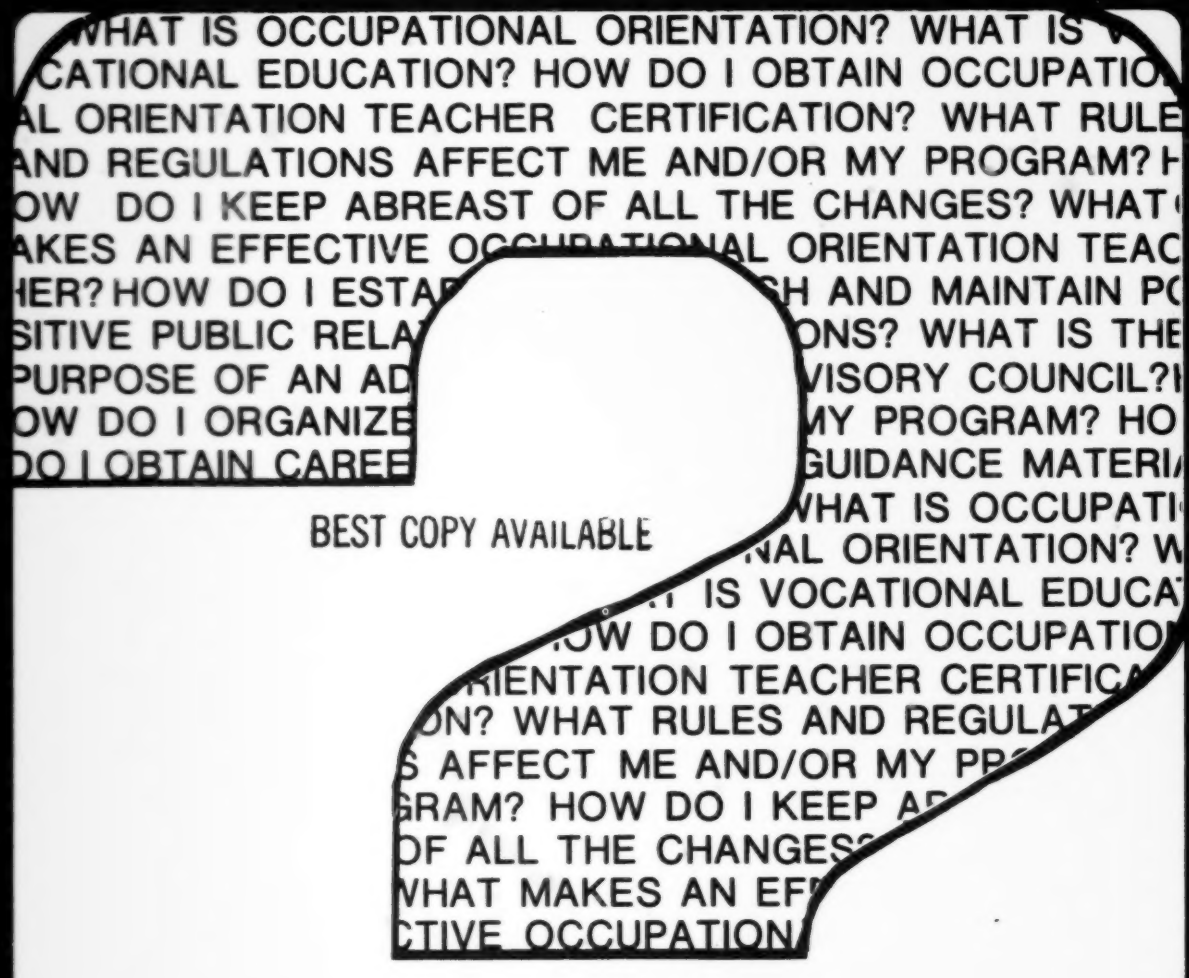
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OCCUPATIONAL ORIENTATION

TEACHER'S HANDBOOK

Prepared by

Mary W. Hendrix

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Mary W. Hendrix
Curriculum Specialist

Foreword

The original Occupational Investigation Teacher's Handbook was developed and disseminated in 1979 when the Occupational Orientation program was still in its infantile stage. Because of the dedication, professionalism, and, yes, perhaps, perseverance exhibited by the Occupational Orientation teachers, the program has matured into one of the most well-respected, beneficial vocational programs in the state.

The revision of this handbook takes into consideration the many changes the Occupational Orientation program has experienced since 1979. The title of this handbook reflects the need for emphasizing the total program. In Chapter I, it is explained that the occupational investigation and occupational exploration courses fall under the program title Occupational Orientation, and to avoid verbosity, when information is presented that applies to both courses, the term Occupational Orientation is used. Information pertaining specifically to the occupational investigation or the occupational exploration courses will be stated accordingly.

Many of the activities, used as examples in the handbook, have been gathered from Occupational Orientation teachers, who through trial and error, have found them to be successful. You, of course, should feel free to adapt their ideas to your local teaching situation to ensure success.

I hope that the new Occupational Orientation teacher will find this handbook helpful in surviving that unforgettable first year, and that the experienced Occupational Orientation teacher will find this handbook a useful reference.

Mary W. Hendrix
Curriculum Specialist

Chapter 1
WHAT IS OCCUPATIONAL ORIENTATION?

Occupational Orientation is a vocational guidance instructional program. The goals of the program are to: (1) assist students in making informed and meaningful occupational choices, and (2) give students a greater understanding of the available educational and vocational options.

History of Occupational Orientation

The Vocational Act of 1963 (amended in 1968) provided moneys to be used in conducting research concerning vocational instructional needs. As a result of research conducted, the Department of Occupational Education and Technology, Texas Education Agency, requested the State Board of Education to authorize pilot programs in Occupational Orientation. During the 1970-71 school year, ten pilot programs were granted from written proposals submitted to the Texas Education Agency. As of 1974-75, written proposals were no longer required for funding. Vocational directors and/or school superintendents now make application for new programs by submitting their requests to the Texas Education Agency in their annual applications. The State Board of Education approved Occupational Orientation as a vocational instructional program in 1976. As of the 1984-85 school year, 302 programs were approved by the Texas Education Agency.

Types of Programs

Occupational Orientation consists of the following types of instructional programs:

- Occupational Investigation
- Occupational Exploration

Occupational Investigation

PROGRAM GOALS

Upon completion of the occupational investigation program, the student will have acquired sufficient information concerning him/herself and the world of work to select one or more occupational clusters or families for in-depth exploration. In addition, the student will use the information acquired to make a tentative educational plan for high school.

OBJECTIVES OF THE PROGRAM

Occupational investigation is designed to provide the following:

1. Concepts and skills necessary for self-appraisal
2. Concepts and skills related to the occupational clusters
3. Concepts and skills associated with socioeconomic factors related to occupations
4. Concepts and skills needed for educational planning

ESSENTIAL ELEMENTS OF OCCUPATIONAL INVESTIGATION

(1) **Concepts and skills necessary for self-appraisal. The student shall be provided opportunities to:** use standardized or informal test data to appraise such factors as personal interests, aptitudes, achievement level, academic potential, life styles, and social/emotional needs.

(2) **Concepts and skills related to the occupational clusters. The student shall be provided opportunities to:**

(A) identify and analyze the occupational clusters to achieve a broad understanding of the world of work including new and emerging occupations;

(B) concentrate individual study on clusters related to personal interests and aptitudes to develop skills in utilization of sources of occupational information;

(C) train in decision-making skills to establish a method for continuing occupational decision-making throughout life;

(D) utilize job information to learn about duties, educational requirements, training, salary, and other pertinent job-related factors;

(E) develop employability skills;

(F) develop realistic perceptions of the world of work;

(G) participate in visits to work sites.

(3) Concepts and skills associated with socioeconomic factors related to occupations. The student shall be provided opportunities to: gain an understanding of the economic system to determine attitudes toward work, human interrelationships on the job, and changes in work and life style resulting from changing economic and technological conditions.

(4) Concepts and skills needed for educational planning. The student shall be provided opportunities to:

(A) acquire an awareness of available educational training and resources through visits to high school programs, both academic and vocational, area vocational schools and programs, and postsecondary schools and programs, or by bringing representatives of these schools and programs into the classroom; and

(B) develop a tentative educational plan for high school.

GRADE PLACEMENT

In accordance with the program goals and objectives, it is recommended that occupational investigation be an eighth grade offering. This does not preclude, however, seventh graders from enrolling in the program or a school district from offering the program at grades seven, nine, or ten.

STUDENT SELECTION

Both male and female students enrolled in a public education agency, including youths and adults in correctional institutions, are eligible to enroll. Students, however, should have sufficient maturity to benefit from the instruction and achieve the objectives for which the instruction is offered.

FACILITIES

A standard classroom which contains sufficient floor space shall be provided. The classroom shall contain a desk for the teacher and sufficient tables and chairs to allow room for students to work individually or in groups. Equipment and materials needed include: a filing cabinet for the teacher; a bulletin board and chalkboard; a compartment cabinet or bookcase for pamphlets, leaflets, career kits, games, library books, reference books, and student notebooks; audiovisuals; and other instructional materials and supplies. Also, a magazine rack for journals, periodicals, magazines, and newspapers would be very beneficial. Regular custodial services shall be provided. It is recommended that the teacher be assigned the same classroom facility for the entire school year. Because occupational investigation is an activity-oriented program, students may be involved

in projects that would not be portable between rooms. If it is necessary for the teacher to serve two campuses, he or she should be assigned to classrooms in each building with comparable facilities.

EQUIPMENT, SUPPLIES, AND INSTRUCTIONAL MATERIALS

It is the responsibility of the school to provide equipment, supplies, and instructional materials needed by the teacher and the students. A library of instructional materials, such as reference books, magazines, periodicals, interest inventories, individual student instructional materials, visual aids, and other appropriate teaching supplies and aids needed for an effective program should be made available.

BUDGET AND INVENTORY

The effectiveness of the program is closely related to the opportunities the students have to utilize instructional materials and visit businesses and industries. The budget for these expenditures must be sufficient to meet the needs of the program each year. An annual inventory of equipment, furnishings, reference books, audiovisual materials, and other teaching aids shall be prepared. Copies of the current inventory shall be filed with the school administration and in the occupational investigation classroom.

ALLOCATION OF UNITS

Local education agencies may make application for an occupational investigation unit(s) in their Annual Application for Funds to Conduct Programs of Vocational-Technical Education to the Texas Education Agency.

INSTRUCTION

In addition to individual and group instruction directly related to the world of work, the occupational investigation teacher will assume the leadership role as an instructor of activity-oriented learning experiences. Students must be continually motivated for learning by employing various methods, media, and projects involving the hands and mind. For example, students might be involved in role-play of securing employment, holding jobs, producing goods and/or services, earning an income, and paying taxes. Such activities can assist students in making meaningful and informed occupational decisions. To ensure the relevancy of the program, the teacher should:

. . . bring individuals with experience in business and industry, the professions, and other occupational pursuits into the classroom; and

. . . take students into the work establishments of business and industry, the professions, and other occupations to acquaint students with the nature of work accomplished therein

The curriculum must be flexible in order to meet each student's needs and career interests and be taught at the achievement level needed for the student to experience success. The curriculum also should reflect the changing career patterns for women and men by encouraging the elimination of sex role stereotyping and making students aware of laws affecting equal opportunity in education and employment. Where appropriate, bilingual instruction is also encouraged.

Occupational Exploration

PROGRAM GOALS

Upon completion of the occupational exploration program, the student will be able to select an educational program which will be preparation for:

a. entry into a high school program to acquire entry-level skills suitable for the labor market immediately upon leaving high school, or

b. entry into a postsecondary or bachelor's degree program preparing entry into the student's selected career, or

c. a combination of a and b if the student desires either to delay or expedite continued preparation.

OBJECTIVES OF THE PROGRAM

Occupational exploration is not intended to give students job skills. Rather, it is designed to provide exploratory activities with hands-on and cognitive experience to assist students with occupational decisions by:

- allowing students to explore, in depth, occupational interests
- allowing students to appraise their abilities and aptitudes
- assisting students in narrowing their occupational goals
- assisting students in formulating more specific educational plans

ESSENTIAL ELEMENTS OF OCCUPATIONAL EXPLORATION

(1) Concepts and skills involved in the in-depth exploration of jobs in an occupational cluster. The student shall be provided opportunities to:

(A) identify and analyze one of the occupational clusters;

(B) conduct an in-depth study of occupations in the cluster of personal interest to the student;

(C) participate in laboratory-based instruction; and

(D) participate in visits to work sites.

(2) Concepts and skills relating to the discovery of abilities, interests, and aptitudes. The student shall be provided opportunities to: participate in assessment inventories, hands-on activities, and shadowing experiences to assist in the verification of personal interests, aptitudes, and abilities.

(3) Concepts and skills needed for the establishment of occupational goals. The student shall be provided opportunities to:

(A) investigate the socioeconomic characteristics of a specific occupation to establish relevancy to personal goals; and

(B) review personal aptitudes, interests, and emotional and physical needs to determine occupational goals.

(4) Concepts and skills leading to the formulation of specific educational plans. The student shall be provided opportunities to: participate in visits to high schools and postsecondary institutions to acquire an awareness of available educational and training resources.

GRADE PLACEMENT

In accordance with the program goals and objectives, occupational exploration is to be offered at the ninth and/or tenth grades to allow students an opportunity to participate in skill preparation programs of their choosing in grades 11-12 and at the postsecondary level.

STUDENT SELECTION

Both male and female students enrolled in grades nine and ten of a public education agency, including youths and adults in correctional institutions, are eligible to enroll in an occupational exploration program. All students should have sufficient maturity to achieve the objectives for which the instruction is offered. Although completion of an occupational investigation program is not a prerequisite for enrollment in an occupational exploration program, students having completed occupational investigation should have priority to enroll in an occupational exploration program of their choice.

FACILITIES

The school district shall provide classroom and laboratory space large enough to provide hands-on learning experiences. In schools where space is not a premium, the best solution is two adjoining classrooms. Generally, this type of facility will provide a classroom laboratory with storage space for materials and supplies, along with tools and equipment needed for the various tasks the students will be performing that would be different from those performed in the standard classroom. After the major job task(s) of the individual occupations within the occupational cluster are determined, equipment, tools, and materials needed can be identified and laboratory and storage space can be planned.

The classroom shall contain a desk for the teacher and sufficient tables and chairs to allow room for students to work individually or in groups. Also needed are a filing cabinet for the teacher; a bulletin board and chalkboard; and a compartment cabinet or bookcase for career kits, games, library books, reference books, student notebooks, audiovisual and other instructional materials, and supplies. Also, a magazine rack for journals, periodicals, pamphlets, leaflets, magazines, and newspapers would be very beneficial. Regular custodial services should be provided. Some factors to consider when allocating space for exploration tasks are noise, alternative space, and safety. Although many exploration tasks involve paper-and-pencil activities, some of them will involve the use of noisy tools and equipment. The activities should be scheduled in such a way as to ensure that those students trying to do quiet tasks are not disturbed. Therefore, the location of the exploration center is important to its operation. A few tasks may need larger open areas than that offered by the standard classroom, for example, cement-mixing exploration in the Construction cluster. These activities should be identified, and alternative sites should be located. Adult supervision will be necessary for those students exploring away from the standard classroom. Safety is also important, and any exploration that involves the slightest risk or danger to person or property must be conducted with close adult supervision. Due to the innovative nature of the program (activity-oriented instruction), it is recommended the teacher be assigned to one campus for the entire year. If it is necessary for the teacher to serve two campuses, the teacher should be assigned a classroom and laboratory with comparable facilities.

EQUIPMENT AND SUPPLIES

It is the responsibility of the school to provide equipment and supplies needed by the teacher and students. Modular units may be constructed with the assistance of programs, such as building trades or industrial arts so that students may explore the tasks and processes through hands-on activities. Many of these same type units are also available from commercial companies.

BUDGET AND INVENTORY

The effectiveness of the occupational exploration program is closely correlated with the opportunities the students have to utilize instructional materials, equipment and tools, and visit businesses and industries related to the cluster area being explored. Budget for these expenditures must be sufficient to meet the program each year. An annual inventory of equipment, furnishings, reference books, audiovisual materials, and other teaching aids shall be prepared. Copies of the current inventory shall be filed with the school administration and in the occupational exploration classroom.

ALLOCATION OF UNITS

Local education agencies may make application for an occupational exploration unit(s) in their Annual Application for Funds to Conduct Programs of Vocational-Technical Education to the Texas Education Agency. The annual application must identify the name of the occupational cluster(s) to be explored before allocation will be considered.

INSTRUCTION

Occupational exploration programs may be conducted in any of the following 15 occupational clusters which are grouped according to their relation requiring similar knowledge and skills. The instruction may be organized on a one- or two-semester plan and may involve instruction for only one cluster per period. A school district may, however, develop their instructional plan to use a teacher approved in one cluster to teach a second cluster identified in a related occupational group below. For example, a teacher approved to teach the business and office cluster one semester may also teach the marketing and distribution cluster the second semester, or vice-versa.

Related Occupational Group	15 Occupational Clusters
Business Related Occupations	Business and Office
	Marketing and Distribution
Industrial Related Occupations	Construction
	Manufacturing
	Transportation
	Agri-Business and Natural Resources

Agri-Ecology Related Occupations	Marine Science
	Environment
Service Related Occupations	Health
	Personal Services
	Public Services
	Hospitality and Recreation (Tourism)
	Consumer and Homemaking Education
Communications Related Occupations	Fine Arts and Humanities
	Communications and Media

The activities used in presenting occupational information must fuse knowledge and job-related tasks with career development concepts in such a way that students may determine their likes and dislikes in relation to their abilities. To assist the student, the instruction shall be based upon an analysis of occupations selected for exploration within the cluster. The instruction shall include extensive demonstrations paralleling the knowledge and skills required for the performance of jobs or operations in accordance with accepted procedures and standards of each occupation. The student will then incorporate within all their exploratory activities, (1) search, (2) experimentation, (3) investigation, (4) trial, and (5) hypothesis testing for the exploration to be valid. These activities may involve reading and viewing occupational materials, shadowing in business and industry, interviewing employers and employees at the business establishment or in the classroom, observing educational programs in the school or the community while performing selected "hands on" tasks and operations in the occupation explored within the exploration laboratory. Decisions based on these processes and operations are important whether they are negative or positive regarding the occupation. It is equally as important for the student to discover his/her unsuitability for the occupation as it is to discover his/ her suitability, and the student should be evaluated accordingly. Therefore, to explore the cluster effectively, it is recommended each student explore a minimum of five occupations in depth that interest him/her during the course.

In lieu of the laboratory organization for instruction, a work experience or experience-based program may be utilized with classroom instruction as long as the program remains exploratory and not for gainful employment and skill preparation. The instructional program would employ the many methodologies of the regular program, but the work experience must be in an occupation(s) classified within the cluster being explored and be for not less

than four hours per week for the duration of the course. The time for the work experience and placement of the students is at the discretion of the school. This type of program demands that appropriate criteria be developed and followed in placing students in the various businesses. For example, businesses providing the work experience shall operate in accordance with the student-learner labor laws of the state and federal government and provide competent employer/employee supervision in accordance with a written agreement or plan.

It is imperative the program reflect the changing career patterns for women and men by encouraging the elimination of sex role stereotyping during the exploration process. Also, students are to be made aware of the laws relating to equal opportunity in education and employment. Where appropriate, bilingual instruction may be incorporated to meet the needs of students to perform successfully in an occupation.

Chapter 2
WHAT IS VOCATIONAL EDUCATION?

Introduction

As Occupational Orientation is an approved vocational educational program in the state of Texas, it is important that the Occupational Orientation teacher understands what vocational education is, the role it plays in the total public school educational system, and the approved vocational education programs available at the secondary school level.

Definition of Vocational Education

Although many definitions of the term vocational education exist, perhaps the most comprehensive appears in the American Vocational Association Vocational Education Today Fact Sheet:

> Vocational education is the segment of education charged with preparing people for work. It is the backbone of the nation's employment-related education and training programs.
>
> Vocational education's strength is drawn from the fact that it is an integral part of this nation's public educational system, representing a joint federal, state, and local partnership effort to meet our nation's need for a competent workforce. It responds to this charge through a variety of programs that offer instruction in related basic education, career development, general vocational knowledge, improved family living skills and occupationally-specific preparation.

Contrary to popular opinion, vocational education is not just for those students who do not plan to pursue additional education

upon graduating from high school. In addition to teaching students job specific skills, vocational education also offers related instruction in occupational content and occupationally related mathematics, science, and communication skills; offers instruction in the development of employability skills; and offers instruction in the improvement of home and family life through developing critical decision-making, interpersonal and technical skills. The development of these skills by students is imperative; however, they are very rarely addressed in the curriculum offered at the secondary school level. The vocational curriculum departs from the traditional school curriculum in that it combines classroom instruction, laboratory work, participation in student organizations, and on-the-job training. In addition, vocational curriculum must be updated more often and more extensively than other areas of the school curriculum in order to keep abreast of the rapid changes in the work force.

Vocational education programs depend on a combination of federal, state, and local funds for their existence. Although federal funds represent a small portion of total operational funding, they serve as a catalyst for stimulating interest in and support of vocational education at the state level.

Approved Secondary Vocational Education Programs

PREVOCATIONAL EDUCATION

Designed to provide students with a greater understanding of vocational education options and to assist them in making a meaningful and informed vocational education choice

AGRICULTURE AND AGRI-BUSINESS EDUCATION

Designed to provide students with the skills and knowledge needed to pursue agricultural-related careers

CONSUMER AND HOMEMAKING

Designed to prepare students for the responsibilities of homemaking and parenting and to prepare students for entry-level employment in a consumer and homemaking cluster occupation

HEALTH OCCUPATIONS

Designed to assist secondary school students in making informed decisions concerning health careers and in gaining entry-level employment in one of the many occupations related to care of patients, prevention of illness, and maintenance of health

INDUSTRIAL ARTS

Designed to provide opportunities for students to develop an understanding of the technical, occupational, organizational, managerial, consumerism, recreational, vocational, social, historical, and cultural aspects of industry and technology

MARKETING EDUCATION

Designed to prepare, maintain, and advance students in distributive or marketing occupations. Distributive occupations are those followed by workers engaged in buying, selling, transporting, financing, insuring, and grading activities when (1) distributing the products and services of farm and industry to consumers, retailers, wholesalers, and others; or (2) managing, operating, or conducting retail, wholesale, or service businesses

OFFICE EDUCATION

Designed to provide the knowledge, skills, and attitudes needed for entry-level employment in an office occupation

TECHNICAL EDUCATION

Designed to provide the knowledge, skills, and attitudes necessary to pursue what is considered as a high technological occupation, such as data processing, computer programming, and industrial electronics

TRADE AND INDUSTRIAL EDUCATION

Designed to develop manipulative skills, technical knowledge, and related information necessary for employment in any craft or skilled trade occupation which directly functions in designing, producing, processing, fabricating, assembling, testing, maintaining, servicing, or repairing any product or commodity

OCCUPATIONAL ORIENTATION

Designed to prepare students to have a greater understanding of educational and vocational options and to assist them in making meaningful and informed occupational choices

How to Secure Additional Information

The Occupational Orientation teacher should be aware of the vocational education programs offered in his/her school district, what subject matter is addressed in each program, prerequisites, and age and grade requirements in order to assist students in developing tentative educational plans. Information concerning vocational education course offerings, prerequisites, and current information concerning age and grade requirements can be secured

from the vocational director and/or school superintendent. Information concerning the subject matter addressed in each vocational program can be found in the State Board of Education Rules for Curriculum on pages 162-225. Each school district should have several copies of this publication, or it may be ordered by contacting the Publications Distribution Office, Texas Education Agency, 1701 N. Congress Avenue, Austin, Texas 78701.

Vocational Education Jargon

In reviewing publications concerning vocational education, you are most likely to find many unfamiliar terms. On the following pages, you will find a list of terms commonly used by vocational educators:

A.R.D. --Admission, Review, and Dismissal

A.C.T.V.E.--Advisory Council for Technical-Vocational Education

A.T.P.E. --Association of Teachers and Professional Educators

A.V.A. --American Vocational Association

C.E.A. --Central Education Agency

CO-OP --Cooperative Education

C.V.A.E. --Coordinated Vocational Academic Education

D.E. --Distributive Education

D.E.C.A. --Distributive Education Clubs of America

F.F.A. --Future Farmers of America

F.H.A. --Future Homemakers of America

H.E.W. --Health, Education, and Welfare

H.O.S.A. --Health Occupations Student Association

H.E.C.E. --Home Economics Cooperative Education

H.E.R.O. --Home Ecomonics Related Occupations

I.C.T. --Industrial Cooperative Training

I.E.P. --Individual Education Plan/Individualized Education Program

J.T.P.A. --Job Training Partnership Act

L.B.B. --Legislative Budget Board

L.E.A. --Local Education Agency

M.E. --Marketing Education

O.E.A. --Office Education Association

O.E.R. --Other eligible recipients

P.E.L. --Preemployment Laboratory

R.C.U. --Research Coordinating Unit

S.B.O.E. --State Board of Education

T.C.T.A. --Texas Classroom Teachers Association

T.E.A. --Texas Education Agency

T.I.V.A. --Texas Industrial Vocational Association

T.V.A.A. --Texas Vocational Administration Association

T.V.A.S.A.--Texas Vocational Administrators and Supervisor's Association

T.V.G.A. --Texas Vocational Guidance Association

T.V.T.A. --Texas Vocational Technical Association

U.S.O.E. --United States Office of Education

V.E.D.S. --Vocational Education Data System

V.E.H. --Vocational Education for the Handicapped

V.I.C.A. --Vocational Industrial Clubs of America

V.O.C.T. --Vocational Opportunity Clubs of Texas

V.O.C.C.T.--Vocational Office Career Clubs of Texas

V.O.E. --Vocational Office Education

Chapter 3
HOW DO I OBTAIN OCCUPATIONAL ORIENTATION TEACHER CERTIFICATION?

Occupational Investigation

QUALIFICATION OF OCCUPATIONAL INVESTIGATION TEACHERS

Occupational investigation teachers shall have the following qualifications:

. . . a bachelor's degree in any field from an accredited college or university

. . . a minimum of two years of wage-earning experience in one or more occupations, other than teaching, for which an approved vocational education program exists at the public secondary level. The wage-earning experience may be either part- or full-time and does not have to be continuous. The wage-earning experience, however, must be equivalent to 24 full months based on an average of 40 hours per week.

TEACHER CERTIFICATION PROCEDURES FOR OCCUPATIONAL INVESTIGATION

Steps to Obtaining Initial Vocational Permit

1. The individual seeking occupational investigation certification should complete the Statement of Qualifications form (TCER-026, sample on page 23), secure an official (having the seal of the higher education institution) transcript, and a money order or cashier's check made payable to the Texas Education Agency in the amount of $40. The board rule now requires the employing school district to pay the application fee for emergency teaching and special assignment permits.

2. The individual should then complete items 1-19 and 21, and the employing school district superintendent or authorized representative should complete items 20 and 22-24 of the Application for Vocational Permit (Form TCER-009, see page 27).

3. The Statement of Qualifications, official transcript, money order, and Application for Vocational Permit should be mailed by the employing school district to the Division of Teacher Certification, Texas Education Agency.

4. The Texas Education Agency staff will review the Statement of Qualifications.

5. A course deficiency plan will be prepared by the Division of Teacher Certification.

6. Upon approval of work experience, the course deficiency plan and vocational permit will be mailed to the employing school district.

7. One copy of the vocational permit will be kept on file in the school administration office, and the other copy will go to the individual requesting the permit.

Steps for Renewal of Vocational Permit

1. An occupational investigation teacher may teach on a vocational permit for two years.

2. The teacher will need to obtain a renewal to the initial permit before teaching the second year.

3. The request for renewal of the permit should be made by submitting Form TCER-009 and an official transcript showing the completion of six semester hours of specified certification courses to the Division of Teacher Certification, Texas Education Agency. A $40 fee is required for the renewal of the vocational permit; this fee should be paid by the requesting school district.

Steps for Obtaining Provisional Occupational Orientation Teacher Certificate

1. A transcript showing the completion of all certification course deficiencies and the federal and state constitution course requirements for all public school teachers in Texas should be secured.

2. The Application for Provisional Occupational Orientation Teacher Certification (Form TCER-009) should be completed.

3. The transcript, verification from the school district of two years of successful teaching of occupational investigation, the Application for Provisional Occupational Orientation Teacher Certification, and a money order made payable to the Texas Education Agency in the amount of $20 should be mailed to the Division of Teacher Certification.

4. Upon approval of the Division of Teacher Certification, a provisional certificate will be issued.

5. One copy will be kept in the school administration office. The other copy will be given to the occupational investigation teacher.

Occupational Exploration

QUALIFICATIONS OF OCCUPATIONAL EXPLORATION TEACHERS

Occupational exploration teachers shall have the following qualifications:

. . . a bachelor's degree in any field from an accredited college or university.

. . . a minimum of two years of wage-earning experience in one or more occupations, other than teaching, within the cluster for which an occupational exploration program is being/or will be conducted. The wage-earning experience may be either part- or full-time and does not have to be continuous. The wage-earning experience, however, must be equivalent to 24 full months based on an average of 40 hours per week.

TEACHER CERTIFICATION PROCEDURES FOR OCCUPATIONAL EXPLORATION

Steps to Obtaining Initial Vocational Permit

1. The individual seeking occupational exploration certification should complete the Statement of Qualifications form (TCER-026, page 23), secure an official (having the seal of the higher education institution) transcript, and a money order or cashier's check made payable to the Texas Education Agency in the amount of $40. The board rule now requires the employing school district to pay the application fee for emergency teaching and special assignment permits.

2. The individual should then complete items 1-19 and 21, and the employing school district superintendent or authorized representative should complete items 20 and 22-24 of the Application for Vocational Permit (Form TCER-009, page 27).

3. The Statement of Qualifications, official transcript, money order, and Application for Vocational Permit should be mailed by the employing school district to the Division of Teacher Certification, Texas Education Agency.

4. The Texas Education Agency staff will review the Statement of Qualifications.

5. A course deficiency plan will be prepared by the Division of Teacher Certification.

6. Upon approval of work experience, the course deficiency plan and vocational permit will be mailed to the employing school district.

7. One copy of the vocational permit will be kept on file in the school administration office, and the other copy will go to the individual requesting the permit.

Steps for Renewal of Vocational Permit

1. An occupational exploration teacher may teach on a vocational permit for two years.

2. The teacher will need to obtain a renewal to the initial permit before teaching the second year.

3. The request for renewal of the permit should be made by submitting Form TCER-009 and an official transcript showing the completion of six semester hours of specified certification courses to the Division of Teacher Certification, Texas Education Agency. A $40 fee is required for renewal of the vocational permit; this fee should be paid by the requesting school district.

Steps for Obtaining Provisional Occupational Orientation Teacher Certificate

1. A transcript showing the completion of all certification course deficiencies and the federal and state constitution course requirements for all public school teachers in Texas should be secured.

2. The Application for Provisional Occupational Orientation Teacher Certification (Form TCER-009) should be completed.

3. The transcript, verification from the school district of two years of successful teaching of occupational exploration, the Application for Provisional Occupational Orientation Teacher Certification, and a money order made payable to the Texas Education Agency in the amount of $20 should be mailed to the Division of Teacher Certification.

4. Upon approval of the Division of Teacher Certification, a provisional certificate will be issued.

5. One copy will be kept in the school administration office. The other copy will be given to the occupational exploration teacher.

OCCUPATIONAL ORIENTATION CERTIFICATION COURSES

The following is a list of specified courses that are offered by the universities approved by the Texas Education Agency for the certification of occupational investigation and occupational exploration teachers.

TEXAS EDUCATION AGENCY TITLE	CORPUS CHRISTI STATE	EAST TEXAS STATE	NORTH TEXAS STATE	PRAIRIE VIEW A & M	SAM HOUSTON STATE	SOUTHWEST TEXAS UNIV.	TEXAS A & M UNIV.	UNIV. OF HOUSTON	UT TYLER
History and Principles of Vocational Education - A study of the basic principles involved in the development and operation of vocational education programs, services and activities under federal and Texas laws.	OE 439	Vo.Ed. 579 or Ag.Ed. 579	EDVT 5430	I.E. 823	Vo.Ed. 575	Vo.Ed. 5303	Vo.Ed. 601	OCED 6305	EDVO 4331
Planning and Organizing Programs of Vocational Guidance - Purposes and functions of a guidance program. Group guidance procedures. Components of a vocational guidance program. Techniques of providing vocational guidance services for elementary and secondary students and adults.	OE 521	Counseling and Guidance 523	EDVT 5400	I.E. 813	Vo.Ed. 585	Ag.Ed. 5331	Vo.Ed. 612	OCED 6363	EDVO 5315
Occupational and Vocational Education Information - A study of methods for development, organization, and dissemination of occupational information.	EP 506	Counseling and Guidance 512	EDVT 5410	I.E. 833	Vo.Ed. 562	Vo.Ed. 5355	Ed. Psy. 632	OCED 6362	EDVO 5337
Methods and Media for Teaching Vocational Subjects - A study of vocational teaching methods and selection, preparation, and organization of media for vocational instruction.	OE 405	VOED 579	EDVT 5440	I.E. 843	Vo.Ed. 573	Vo.Ed. 5301	I.Ed. 613	OCED 6316	EDVO 4311

Class and Laboratory Organization and Management - Organization of procedures to facilitate teaching in the laboratory facility; using assignment and progress charts; arrangements of tools, equipment, and materials; and using student leadership in non-teaching laboratory routine and record keeping.	OE 436	Vo.Ed. 511	EDVT 5460	I.E. 430 or 500	In.Ed. 491	Vo.Ed. 5301 or 5205	In.Ed. 626	OCED 6304	EDVO 4312 or 4313

TEXAS EDUCATION AGENCY
Division of Teacher Certification

Applicant's Statement of Qualifications For Secondary Vocational Education Certification

Authority for Data Collection: Texas Education Code, Section 13.032

Planned Use of the Data: Evaluate candidate for qualification for vocational education certification and use as basis for issuance of certificate.

Instructions: (1) Persons seeking certification in secondary vocational education fields should complete this form. (2) Print or type using black ink or ribbon. (3) If you have questions, contact Teacher Certification at (512) 834-4122. (4) PLEASE NOTE: READ CAREFULLY THE NOTARY ACKNOWLEDGMENT ON THE LAST PAGE BEFORE PROCEEDING.

1. _____
Last Name First Name Middle Initial Social Security No.

2. _____
Street Address City State Zip Code

3. United States Citizen: Yes_____ No_____ If the answer is no, a Statement of ' ...States Citizen (TCER-023) must be filed with the Division of Teacher Certification before a c... ...zed.

Date of Birth:_____

4. Title of position(s) for which you wish to quali... _____

_____ _____

If this positi... ...n, give name of license or registration, number, and state: _____

_____

...ttended: _____
Name of School City State

Did you graduate?_____ When?_____

7. Trade School, College, or University Attended	Dates	Semester Hrs. Completed	Degree-Date

8. Degree(s) Held:

Bachelor's Degree: Major _____ Minor _____

Master's Degree: Major _____ Minor _____

Doctor's Degree: Major _____ Minor _____

(Attach transcript of all college work completed.)

SAMPLE—Secure this form from the employing school district

...eturn to:
Texas Education Agency
Division of Teacher Certification
201 East 11th Street
Austin, Texas 78701

TCER-026

Office Location: 1200 E. Anderson Lane, Austin, TX

9. Vocational Teacher Training and/or other Specific Occupational Courses which help qualify you for this Position:

Institution	Courses Completed	Clock Hours

Note: On an attachment you may wish to describe inservice, company training courses, or apprenticeship programs that you have completed.

10. **Instructions:** Starting with the present date, list in reverse order all trade and/or occupational experience including full-time teaching acquired since leaving high school. Use a separate line for each employer where you had a regular job. If you were regularly employed by two separate employers at the same time, list the full-time employment on one line and the part-time employment on the following line.

Dates of Employment		Length of Employment (In Months)	Average Hours Per Week	Name and Address of Company/Organization	Name of Employer or Immediate Supervisor	Trade or Skilled Work* Personally Performed by You
From Month Year	To Month Year					

(Continue occupational experience below.)

*Be specific: List machines operated, skilled work or services performed, subject taught, and supervisory experience (number of employees supervised).

11. Indicate below the names of three persons qualified to comment regarding your wage-earning experiences other than teaching:

Name _____ Address _____ Occupation _____

Name _____ Address _____ Occupation _____

Name _____ Address _____ Occupation _____

TEACHING CERTIFICATES HELD

Regular _____

List all certificates other than vocational.

_____
Certificate Number

Vocational _____ Area _____ Kind _____ _____

Date Issued Temp. or Perm. Certificate Number

NOTARY'S ACKNOWLEDGMENT

State of Texas

_____ County

I, _____, affirm that (1) the above information is *to the best of my knowledge a true statement of facts* concerning date of birth, education, teaching experience, and occupational experience; (2) I understand any deficiency found in this Statement of Qualifications may disqualify me for consideration as a public school vocational teacher; and (3) I understand that one requirement for vocational-technical teachers is to complete specialized teacher-training courses at an approved educational institution, or workshops conducted or sponsored by the Texas Education Agency.

(Name in Full)

Applicant's Signature: _____

Subscribed and sworn to before me this _____ day of _____, 19_____, at _____,

_____ County, Texas.

(seal)

_____
Notary Public in and for

_____ County, Texas

TO BE COMPLETED BY LOCAL EDUCATION AGENCY

If approved by the Texas Education Agency, this applicant will be considered for employment in the position for which approved.

Date _____ _____

Signature of Local Administrator of Vocational-Technical Programs or Superintendent of Schools

Name of Local Education Agency _____

County-District Number _____

Date _____ _____

TEA Reviewer

1. Social Security Number

2. Prior Certificate/Permit No.

Fee (For Agency Use Only)

3. Fee Submitted: (See instructions on page 2 to determine appropriate fee.)
[ ] No Fee [ ] $15
[ ] $10 [ ] $17

TEXAS EDUCATION AGENCY

Division of Teacher Certification
Office Location: 1200 E. Anderson Lane, Austin, Texas

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4. APPLICATION FOR:
[ ] CERTIFICATE
[ ] DUPLICATE
[ ] VOCATIONAL PERMIT
[ ] EVALUATION

Authority for Data Collection: Texas Education Code Section 13.032 and 19 TAC §141.21.
Planned Use of the Data: Issuance of Texas Teacher Certificates and Emergency Teaching Permits for Vocational Education Assignments.
Instructions: Please print or type using black ink or ribbon. See additional instructions on page 2.

5. 0[ ]Mr. 1[ ]Mrs. 2[ ]Miss 3[ ]Ms. Last Name _____ First Name _____ Middle Name _____ Maiden Name _____

6. Permanent Mailing Address: Number and Street or P.O. Box _____ City _____ State _____

7. Special Mailing Address: Complete only if certificate and ALL correspondence is to be mailed to some

Name _____ Title _____

Address _____
Number and Street or P.O. Box

_____
State Zip

SAMPLE—Secure this form from the employing school district

8. Ethnic Group
1[ ] American Indian
2[ ] Asian
3[ ] Black
4[ ]

9. Date of ... Da Yr

10. Sex
0[ ] Male
1[ ] Female

... of United States of America?
[ ] Yes
1[ ] No

Number Mo Da Yr

If No, enter the date filed and number of your Alien Registration above. A Statement of Intention to become a United States citizen (TCER-023) must be filed with the Division of Teacher Certification before a certificate or permit will be authorized.

THREE CHARACTER REFERENCES ARE REQUIRED unless application is accompanied by a recommendation from a Texas senior college or a record of previous Texas Certificate is shown. This item is NOT required of permit applicants.
I, the undersigned, know the above-named Applicant to be of good moral character.

Signed: _____ Signed: _____ Signed: _____

Address: _____ Address: _____ Address: _____

Date: _____ Date: _____ Date: _____

13. In compliance with 19 TAC §141.5, every applicant for a Texas Teacher Certificate will be investigated for a record of felony or misdemeanor conviction.
Have you ever been convicted of a felony or misdemeanor? [ ]Yes [ ]No
If yes, state the date and place of arrest, nature of the charge, date and court in which you were convicted, and subsequent disposition.

Attach a separate sheet if necessary.

Complete Application according to the Instructions on page 2 and return to:
Texas Education Agency
Division of Teacher Certification
201 East 11th Street
Austin, Texas 78701
Application is to be accompanied by College/University recommendation, return to Certification Officer at the recommending institution.

14. [ ] Yes [ ] No Have you corresponded with us before submitting this form?
If Yes, when? _____

15. [ ] Yes [ ] No Do you possess a certificate which is currently suspended, revoked, or pending such action in any state?
If Yes, which state? _____
Attach complete details.

INSTRUCTIONS FOR COMPLETING APPLICATION
(Form TCER-009, as revised)

Application for Texas Teacher Certificate:

- Complete items 1-19. Omit special mailing address (item 7, Page 1) unless all correspondence is to be mailed to this address. ITEM 21 MUST BE SIGNED AND NOTARIZED (See Page 4).
- Texas College graduates who have completed an approved teacher education program since September 1, 1955, must submit this form to the recommending college and request the college to submit a recommendation (Form TCER-008, as revised).
- Out-of-state college graduates. Official transcripts of all college credits and copies of the front and back of all VALID, STANDARD out-of-state certificate(s) must be submitted and will not be returned to the applicant.

Application for Vocational Permit:

- Superintendent (or authorized representative) must request permit by completing items 22-24.
- Individual for whom permit is requested must complete items 1-19, and 21.
- Include OFFICIAL transcripts with each permit request.
- Include a College Plan for Removing Deficiencies, TCER-003, if applicable. Refer to Bulletin 753, *Guidelines for School Personnel*, "Section 1—Certification, Procedure Number 1.0480."

3. Evaluation to Establish Eligibilities/Deficiencies for Certificate:

- The Division of Teacher Certification will evaluate for those areas which appear on the individual's VALID, STANDARD out-of-state certificate or for the initial assignment area in a Texas public school. Additional evaluations must be requested from a Texas senior college with an approved teacher education program.
- Complete items 1-19. (Omit special mailing address if not applicable). Item 21 must be signed and notarized.
- Attach OFFICIAL transcripts of all college credits and copies of the front and back of all VALID, STANDARD out-of-state certificate(s).
- If the area for which evaluation is requested is not listed on the individual's VALID, STANDARD out-of-state certificate, the employing school district must complete item 20.

4. Fees: Send with application a money order or cashier's check payable to the Texas Education Agency. Cash and personal checks are not acceptable.

Certificate Fees:

$10 Certificate based on college/university recommendation; additional endorsement, teaching field, or specialization; duplicate; name change; extension of certificate; conversion of certificate; and conversion of certificate based on certification from out-of-state.

$17 Initial certificate based on certification from out-of-state.

Permit Fees:

$15 Initial Emergency Teaching Permit or Special Assignment Permit.

No fee is required for renewal of Emergency Teaching or Special Assignment Permit for the same Target Certificate Level or for any Temporary Classroom Assignment Permit (TCAP).

16. College Degrees Earned and Conferred and Credits Completed Since Last Degree: Show date degree conferred or date credits completed. For State, use the United States Postal Service abbreviation.

Date			Degree(s) &/or Hours	College or University	State or Country
Mo	Da	Yr			

17. Permits and Certificates: List all valid teaching certificates you now hold or have held and permits under which you have taught, in Texas or in other states. For state, use the United States Postal Service abbreviation.

Description of Certificate or Permit	State	Issued			Expires		
		Mo	Da	Yr	Mo	Da	Yr

18. Record of Teaching: If your most recent place of employment has a complete authenticated record of your teaching experience on file, the school's administrative authority may certify the entire record. Show assignment for current year on first line.

Year	School District	Level Taught	Months Taught	Full or Part Time	Signature of Superintendent
Current Year					
19 -19					
19 -19					
19 -19					
19 -19					

19. Clearly indicate certificate type, level, and area(s) for which you are applying:
[Check the appropriate block(s).]

[ ] Provisional Certificate
[ ] Professional Certificate
[ ] Temporary Certificate
[ ] One-Year Certificate

Beginning date of teaching duties:

Mo	Da	Yr

[ ] Addition of Teaching Field(s)
[ ] Addition of Endorsement(s)
[ ] New Certificate under law before 9-1-55
[ ] Duplicate of Lost or Destroyed Certificate
[ ] Change of Name; previous legal name was:

_____

Levels and Areas of Teacher Certification:

[ ] **TEACHER OF YOUNG CHILDREN**
[ ] **ELEMENTARY**
[ ] Anthropology
[ ] Art
[ ] Bilingual
[ ] Biology
[ ] Chemistry
[ ] Czech
[ ] Dance
[ ] Deaf/Hard of Hearing
[ ] Deficient Vision
[ ] Drama
[ ] Earth Science
[ ] Economics
[ ] English
[ ] French
[ ] General
[ ] Generic Special Ed.
[ ] Geography
[ ] Geology
[ ] German
[ ] Government
[ ] Guidance Associate
[ ] Health Education
[ ] Health & P.E.
[ ] History
[ ] Homemaking
[ ] Indust. Arts
[ ] Life-Earth Science
[ ] Mathematics
[ ] Music
[ ] Physical Education
[ ] Physical Science
[ ] Physics
[ ] Psychology
[ ] Reading
[ ] Russian
[ ] Sociology
[ ] Spanish
[ ] Speech
[ ] _____
[ ] _____
[ ] _____

PLAN I
[ ] **JUNIOR HIGH**
[ ] **HIGH SCHOOL**
[ ][ ] Anthropology
[ ][ ] Art
[ ][ ] Bilingual
[ ][ ] Biology
[ ][ ] Business, Admin.
[ ][ ] Business, Sec.
[ ][ ] Chemistry
[ ][ ] Chinese
[ ][ ] Computer Inf. Sys.
[ ][ ] Czech
[ ][ ] Dance
[ ][ ] Deaf/Hard of Hearing
[ ][ ] Deficient Vision
[ ][ ] Drama
[ ][ ] Earth Science
[ ][ ] Economics
[ ][ ] English
[ ][ ] French
[ ][ ] Generic Spec. Ed.
[ ][ ] Geography
[ ][ ] German
[ ][ ] Government
[ ][ ] Guidance Assoc.
[ ][ ] Health Education
[ ][ ] Health & P.E.
[ ][ ] Hebrew
[ ][ ] History
[ ][ ] Italian
[ ][ ] Journalism
[ ][ ] Latin
[ ][ ] Life-Earth Science
[ ][ ] Mathematics
[ ][ ] Music
[ ][ ] Physical Ed.
[ ][ ] Physical Science
[ ][ ] Physics
[ ][ ] Portuguese
[ ][ ] Psychology
[ ][ ] Reading

PLAN I
[ ] **JUNIOR HIGH**
[ ] **HIGH SCHOOL**
[ ][ ] Russian
[ ][ ] Sociology
[ ][ ] Spanish
[ ][ ] Speech
[ ][ ] _____
[ ][ ] _____
[ ][ ] _____

PLAN II
[ ] **JUNIOR HIGH**
[ ] **HIGH SCHOOL**
[ ][ ] Art
[ ][ ] Business, Basic
[ ][ ] Business, Composite
[ ][ ] English Lang. Arts
[ ][ ] Music
[ ][ ] Science, Composite
[ ][ ] Social Science, Com
[ ][ ] Speech-Drama
[ ][ ] _____
[ ][ ] _____

PLAN III
[ ] **HIGH SCHOOL**
[ ] Agriculture
[ ] Homemaking (General)
[ ] Industrial Arts
[ ] _____
[ ] _____

OTHER:
_____
_____
_____
_____
_____

VOCATIONAL ED.
[ ] Supervisor
[ ] Counselor
[ ] Agriculture
[ ] Data Processing
[ ] Distributive Education
[ ] Health Occupations
[ ] Homemaking Pre-Employment Lab
[ ] Homemaking Educ.
[ ] Occupa. Orientation
[ ] Office Education
[ ] Trades & Indus.

C.V.A.E.
[ ] Agriculture
[ ] Distributive Education
[ ] Homemaking
[ ] Industrial
[ ] Office Education

Handicapped
[ ] Agriculture
[ ] Distributive Education
[ ] Homemaking
[ ] Industrial
[ ] Office Education
[ ] _____
[ ] _____
[ ] _____
[ ] _____

[ ] **ALL-LEVEL**
[ ] Art
[ ] Health & P.E.
[ ] Music
[ ] Speech & Drama
[ ] Physical Education
[ ] _____
[ ] _____

PROF. SERV. POSITIONS
[ ] Administrator (1966)
[ ] Administrator, Mid-Manag. (1972)
[ ] Counselor
[ ] Learning Resources Specialist
[ ] Principal, Asst. (1972)
[ ] Principal (1955-1966)
[ ] Reading Specialist
[ ] School Nurse
[ ] Superintendent (1972)
[ ] Superintendent (1955-1966)
[ ] Superintendent & Principal (before 1955)
[ ] Supervisor
[ ] Visiting Teacher

ENDORSEMENTS
[ ] Bilingual
[ ] Driver Education
[ ] English as a Second Lang.
[ ] Kindergarten
[ ] Learning Resources
[ ] Deficient Vision
[ ] Early Childhood Ed. Handicapped Chil.
[ ] Emotionally Disturbed
[ ] Language/Learning Disabilities
[ ] Mentally Retarded
[ ] Physically Handicapped
[ ] Severely/Profoundly Handicapped

SPECIAL EDUCATION
[ ] Counselor
[ ] Deaf/Hard of Hearing
[ ] Ed. Diagnostician
[ ] Assoc. School Psychologist
[ ] School Psychologist
[ ] Speech and Hearing Th.
[ ] Supervisor
[ ] Visiting Teacher
[ ] _____

20. **FOR SCHOOL DISTRICT USE ONLY:**
Please evaluate to establish eligibility for individual's initial assignment in a Texas Public School:

_____ — _____
County-District Number

_____ _____
Subject/Assignment **Grade Level(s)**

Signature of Superintendent or authorized representative: _____

21. APPLICANT'S AFFIDAVIT (All Applicants must execute this affidavit.): Page 4

I swear (or affirm) under oath that:

A. I am a citizen of the United States of America or am aware that I must be legally admitted to the United States of America for permanent residency and file a Statement of Intention to Become a United States Citizen (TCER-023) before a certificate or permit will be authorized.
B. I believe in and will uphold the Constitutions of the United States of America and the State of Texas.
C. All course credits and degree(s) listed on transcript(s) submitted have been earned by me and granted to me at the institution(s) named.
D. I am aware that 19 TAC §141.5 authorizes the Texas Education Agency to suspend, revoke, or deny a Teacher Certificate to a person who has been convicted of a felony or misdemeanor if the crime directly relates to the duties and responsibilities of the teaching profession.
E. All the above statements to the best of my knowledge are true and correct.

Applicant's Signature: _____

Subscribed and sworn to before me this _____ day of _____, 19_____, at _____

_____ County, _____ (State)

(seal)

_____
Notary Public in and for

_____ County, _____ (State)

FOR VOCATIONAL PERMITS ONLY: To Be Completed by Superintendent or Authorized Representative. **Application for other than vocational permits must be submitted on form TCER-024.**

22. Professional Personnel Assignment: Check one and describe permit assignment below by entering codes selected from Bulletin 753, *Guidelines for School Personnel*, "Section 1—Certification, Appendix D, Teaching Permit Codes."

[ ] Original Permit [ ] Statement of Qualifications Submitted _____ (Date)

[ ] First Renewal [ ] Second Renewal [ ] Attended TEA sponsored workshop

Assignment Code(s):

23. Enter here the date on which the individual's teaching duties begin for the current school year:

Mo	Da	Yr

Enter here County and District Numbers:

_____ – _____
County-District Number

Check One:
[ ] College Plan for Removing Deficiencies (TCER-003) is enclosed.
[ ] Individual is eligible for evaluation by the Texas Education Agency.

24. SUPERINTENDENT'S AFFIDAVIT: I swear (or affirm) under oath that:

A. I have been unable to secure the services of an individual certified and qualified for the above specified assignment(s).
B. The individual named above is the best qualified, uncertified person available for the assignment(s).
C. The individual named above meets the requirements of the Texas Education Agency for individuals who are to work under permit.
D. The individual named above is known to me to be of good moral character and has affirmed belief in and loyalty to the Constitutions of the United States of America and the State of Texas.
E. All the above statements to the best of my knowledge are true and correct.

Signature of Superintendent or authorized representative: _____

Subscribed and sworn to before me this _____ day of _____, 19_____, at _____

_____ County, Texas.

(seal)

_____
Notary Public in and for

_____ County, Texas

Chapter 4
WHAT RULES AND REGULATIONS AFFECT ME AND/OR MY PROGRAM?

Introduction

In the last five years, the so-called "mediocrity" that exists in public education has caused a rumbling in the camps across the nation. Of course, it did not take Texas long to jump on the bandwagon, and as a result, a movement towards educational reform has begun across the state.

Every element involved in public education, from finance and curriculum to extra-curricular activities, was scrutinized. As a result of this interest in providing quality education, two key pieces of legislation were passed by the Texas Legislature: House Bill 246 and House Bill 72.

Every item addressed in these two pieces of legislation cannot be addressed in this handbook; however, the key points having a direct effect on the Occupational Orientation teacher and/or Occupational Orientation program are listed below.

As the Texas Legislature only sets the mandates, and the State Board of Education, the Texas Education Agency, and the local school district must interpret, implement, and ensure the compliance of these mandates, it is possible they will change considerably. Therefore, you are encouraged to keep abreast of any changes that may occur.

House Bill 246

In 1981 the 67th Texas Legislature enacted house Bill 246, The Curriculum Reform Bill, which mandated the teaching of essential elements in 12 subject areas and revised graduation requirements for all school children enrolled in the Texas public

schools. This ruling resulted in what is now part of Title 19, Chapter 75 of the Texas Administrative Code.

The general provisions section of this code specify:

* In order to be accredited, a district must provide instruction in those essential elements as specified by the state board.

* School district boards of trustees shall establish policy which delineates a procedure for evaluation of the instructional program. The procedure shall include a collection of data regarding student progress in the essential elements and other pertinent information.

* A school district may add elements at its discretion but shall not delete or omit instruction in the essential elements required by the State Board of Education.

* Where an (identified) handicapping condition renders the elements inappropriate for the particular student, instruction shall be specially designed based on the student's abilities.

The State Board of Education Rules for Curriculum: Principles, Standards, and Procedures for Accreditation of School Districts, published by the Texas Education Agency, contains a complete listing of the essential elements and graduation requirements. In addition, the Occupational Educational Planning Instructional Guide contains the graduation requirements information in order to assist students in preparing their tentative high school schedules.

House Bill 72

In keeping with the push for education reform, Governor Mark White appointed the Select Committee on Public Education, chaired by H. Ross Perot in 1983, to investigate the effectiveness of the total aspect of public education in Texas. Based on the report made by the Select Committee on Public Education, the Texas Legislature passed House Bill 72 in June of 1984. As the total bill numbers over 200 pages, only excerpts directly affecting Occupational Orientation teachers and/or Occupational Orientation programs are listed below:

* For each year up to a maximum of two years of work experience required for certification in a vocational field, the vocational teacher who is certified in that field is entitled to salary step credit as if the work experience were teaching experience.

* All new, additional, and continuing vocational programs shall offer competency-based instruction. Instruction must be based on the essential elements approved by the State Board of Education. A competency profile must be maintained for each student enrolled.

* Each vocational program must be approved by the State Board of Education. Each district shall review each vocational program at least once every five years to reestablish approved status. Criteria to be used for granting approval shall be set forth in the rules of the State Board of Education.

* The State Board of Education shall set forth minimum enrollments for each type of vocational program. The minimum enrollment must be maintained by a district in order to receive full funding. The rules must also contain procedures for adjusting funding entitlements downward for enrollments below minimum levels.

* A district may assign vocational teachers to teach other subject areas in which the teachers are certified or to other duties as necessary. Vocational funding for the teachers assigned nonvocational duties will be reduced by an amount equal to the portion of the school day during which those duties are performed.

* A district may use vocational program facilities and equipment for nonvocational instructional programs. Each district shall develop guidelines denoting responsibility for program facilities and equipment when being used for nonvocational instructional purposes.

* Beginning with the 1985-1986 school year, each district enrolling a student in a vocational program shall consider the suitability of established vocational curricula for the student and the adequacy of the student's academic preparation for admission to a particular vocational curriculum. A district may enroll students with special learning needs in vocational programs specifically designed to serve those needs in accordance with rules adopted by the State Board of Education.

* For each full-time equivalent student in average daily attendance in an approved vocational program, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 1.45.

NOTE: Many school districts are choosing to add occupational investigation programs because of this ruling. Occupational investigation is relatively inexpensive to establish and maintain, in addition to serving a large number of students; therefore, more money is generated to aid the support of other local district vocational programs and services.

Texas Education Agency
Explanation

Understandably, just about everyone involved, either directly or indirectly, in public education has sought interpretation and/or clarification from the Texas Education Agency concerning the mandates of these two pieces of legislation. Responding to the many requests, the Texas Education Agency published and disseminated a document entitled, House Bill 72 and Subsequent Educational Legislation--Comprehensive References and Explanations in August, 1985. While this document by no means provides interpretation for every issue, it does provide direction for many of the key issues, in addition to referring the reader to appropriate Texas Education Agency staff for further clarification.

Because, perhaps the most requested interpretation relates to essential elements mastery and documentation, excerpts from the publication regarding this issue are listed below:

Texas Administrative Code, Section 75.193:

(a) Beginning with the 1985-86 school year, student academic achievement shall be determined based on degree of mastery of the essential elements as set forth in Subchapter B of this chapter (relating to essential elements - prekindergarten - Grade six), Subchapter C of this chapter (relating to essential elements - Grades seven - eight), and Subchapter D of this chapter (relating to essential elements - Grade 9 - 12) for the grade level subject or course. Each school district shall establish a procedure to ensure that all students, except those handicapped students whose individual education plan (IEP) provides for alternative achievement standards, demonstrate an acceptable level of mastery of the essential elements for a subject or course as a prerequisite to the award of a grade of 70 or above. The numerical grade of 70 shall be set to ensure that students are challenged for maximum performance. For the 1985-1986 school year, a school district board of trustees may, at its option, continue with such policies and procedures which may relate grades to student ability. If a board elects to exercise this option, it shall fully implement the provision of this subsection for the 1986-1987 school year.

(b) Variations in procedures and academic achievement level expectation for awarding grades to handicapped students shall be determined by the admission, review, and dismissal committee and included in the student's IEP.

Texas Administrative Code, Section 75.170:

(a) Each school district board of trustees shall establish policies on promotion, retention, remediation, and placement of students. Each board of trustees shall be charged with

the responsibility of providing a policy ensuring mastery of the essential elements of each course of study. In addition, each board shall establish an acceptable procedure to reteach non-mastering students. These policies shall be enacted with the beginning of school year 1985-86.

(b) Decisions regarding the promotion or retention of students shall be based upon specified criteria that include demonstrated mastery of the essential elements. Districts are encouraged to set levels of mastery that ensure that students are challenged to perform at a level commensurate with their ability.

(c) Procedures shall be designated for the placement of students into the appropriate grade level or course based upon mastery of prerequisite essential elements. A plan for remediation of those students who are deficient in any areas shall also be addressed in the policies.

(d) In order to be accredited, each school district must demonstrate that, in addition to providing instruction in the essential elements, evidence of mastery of essential elements is an integral part of school district policy on promotion, retention, remediation, and placement of students.

Explanation

In order to meet Chapter 75 requirements and accreditation monitoring scrutiny, it is recommended that districts utilize the following procedures to assess and document mastery of the essential elements. These recommended procedures are by no means exhaustive. Districts may utilize several different methods of satisfying these requirements.

(1) Ongoing Mastery. Districts will utilize ongoing mastery assessment to determine which students are in need of remediation. This ongoing mastery does not require procedures differing from normal teaching practices. The use of simple teacher-made tests, teacher observations, or curriculum materials tests will help determine which students are not mastering instructional elements.

Documentation of mastery can take several forms, none of which need be different from the procedures already utilized. Basically teachers evaluate (test and observe) what they are teaching (the Chapter 75 essential elements) and record grades and/or check off skills mastered. Simple paper and pencil or computerized checklists and gradebooks which reflect essential element mastery are only two ways to document mastery. Other methods can be utilized as long as they accomplish the purpose and require only minimal teacher time.

(2) End-Of-Term Mastery. Again this approach does not significantly differ from normal practice. Teachers commonly give end-of-six-week, end-of-semester, or end-of-year tests.

The tests will again include the Chapter 75 essential elements but would typically be more "formal" in nature. Departmental or major tests from curriculum materials are examples.

These tests serve two functions. The first function is to confirm the findings of the daily or weekly mastery determinations mentioned above. If students are recorded as mastering the elements by the ongoing method but not by the end-of-term test, then students are either not retaining information or one of the measurements is faulty. If students are found to be mastering elements on a daily or weekly basis, but do not retain this mastery when tested at the end of six weeks or end of term, then it is useful to check element by element to determine where the problem lies so that it can be corrected. The second function is coordination. While not all classes will proceed at the same rate, it is important for instructional coordinators to be aware of relative progress. Extra resources for some classes may be indicated.

Documentation of 70 percent mastery consists of simply recording the test score average in the grade book (or equivalent) for each student. Final grades or mastery determination may be determined by averaging ongoing and end-of-term evaluations much as is already the practice. Teachers should keep examples of these tests to document essential element coverage on file during the accreditation cycle. Retention of individual student tests is not required.

(3) Normative information. Typically this type of testing is conducted once a year and yields national normative standing information. Examples include achievement testing and TEAMS. This type of testing provides a "reality" check for districts. For example, if the majority of students are indicated as mastering the essential elements, yet 90 percent of the student population falls below the 10th percentile, some problem exists with mastery determination. Computer printouts, etc. are suitable documentation of scores.

Although all essential elements must be addressed, minimum mastery level is mastery by a student of 70 percent of the essential elements. A minimum course or subject passing grade of 70 cannot be assigned until 70 percent of the Chapter 75 essential elements are mastered. This minimum mastery level requirement is mandatory beginning with the 1986-87 school year and is desirable for the 1985-86 school year. However, districts which cannot move to the minimum mastery level requirement in 1985-86 may continue to grade on ability during the 1985-86 school year.

* Districts will determine what constitutes mastery of an essential element.

* Districts may "weight" some elements more heavily than others when determining course grades.

* Testing should reflect instruction. If instruction is in Spanish, testing (especially ongoing and end-of-term) should also be in Spanish. Testing should also be appropriate to instructional level.

* Students excluded from specific elements by an IEP should not be assessed on, nor have promotion/retention based on these elements.

* For students not mastering the Chapter 75 essential elements and not being promoted, refer to the rules in "Alternatives to Social Promotion" (19 Texas Administrative Code, Section 75.195).

* Computerized tracking systems and custom made tests are not required.

Essential Elements Documentation

Beginning in the 1985-86 school year, school districts are required to teach all essential elements. Some individuals have interpreted that in order to document that essential elements are being taught, teachers are required to develop highly detailed and lengthy lesson plans, and even that coding essential elements in lesson plans is mandatory. Such is not the case. The format and nature of lesson plans are a local matter; the Texas Education Agency has no specific form. Any good lesson plan, however, should reflect the student objectives, the teaching activities, the materials, and the assessment procedures, but whether these are written, coded, or in another form is a local matter. A district may have additional requirements.

The depth of planning necessary for instruction should be determined by the teacher, working with the principal. All teachers need to communicate adequately to a substitute what is to be taught, but not all teachers need to write extensive plans to conduct effective instruction. When the principal knows that a teacher plans instruction carefully and delivers it effectively, the principal may not require very detailed lesson plans. But when the teacher is inexperienced or is still developing professional skills, written evidence of planning for instruction may need to be done in greater detail. As a general rule, lesson plans are merely concise statements by a teacher of how that teacher intends to carry out the curriculum guide for a specific group of students within a specific period of time.

The previous two paragraphs are a summarization of a letter Dr. William Kirby, Commissioner of Education, Texas Education Agency, sent to all school districts. This information was to be passed down to all teachers. The Texas Education Agency and the State Board of Education have a great concern that the recent mandates will cause an unnecessary paperwork burden on teachers;

they are insistent on stressing the importance of simplifying such requirements. In fact, the division of accreditation will verify, through its monitoring process, that the letter from the commissioner has been distributed to local staff. The following pages are devoted to providing an example of a lesson plan. It does not represent a Texas Education Agency requirement.

LESSON PLAN

NOTE: This lesson plan is only an example. It does not represent a Texas Education Agency requirement.

TEACHER Jeanie Johnson
SUBJECT Occupational investigation
PERIOD(S) 1-5 GRADE(S) 8

WEEK OF Dec. 2-6
SIX WEEK 6
SEMESTER 1

DATE	ESSENTIAL ELEMENT	OBJECTIVE(S)	ACTIVITIES	RESOURCE	EVALUATION
Mon. Dec. 2	Develop a tentative plan for high school	1. Define terms associated with making a tentative high school schedule. 2. Identify reasons for making a tentative four-year schedule.	1. ACTIVITY SHEET 1 and INFORMATION SHEET 1 2. Part I + II INFORMATION SHEET 2 TM-1 (Discussion)	Unit II Educational Planning	Part 1 -- Unit test Part 2 - Section A Unit test
Tues. Dec. 3	"	1. Identify steps for completing a four-year schedule. 2. Identify required courses of program of study desired.	1. Information Sheet 2, Part III TM-2 2. Information Sheet 2, Part III TM-3 STEPS 1-4A -- Activity Sheet 2	" "	1. Class participation; Part 2, Section B of Unit test. 2. Check steps 1-4A for accuracy
Wed. Dec. 4	"	1. Identify electives and number of credits each is worth. 2. Identify prerequisites of desired courses.	1. Using high school handbook, complete steps 5-8. 2. Using high school handbook, complete activity sheets 3 and 4.	"	1. Check steps 5-8 for accuracy 2. Check Activity sheets 2-4.
Thurs. Dec. 5	"	Complete rough draft of tentative high school schedule and secure parental approval.	Activity sheet 5 Homework: Students will take activity sheet 5 home to parents to be signed and returned.	"	Check Activity sheet 5
Fri. Dec. 6	"	Complete tentative high school schedule.	1. Students return Activity sheet 5 2. Complete Activity sheet 6.	"	Check Activity sheet 6 and have counselor verify accuracy.

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PROCEDURE FOR COMPLETING COMPETENCY PROFILE

As mentioned, a competency profile must be maintained for each student enrolled in a vocational program. The Occupational Orientation Student-Learner Outcomes do not bear the name competency profile; however, they have the necessary elements required by the Texas Education Agency and therefore satisfy the requirements of this mandate. It was felt that because instruction in Occupational Orientation is not centered around learning job-specific skills, it would be difficult to measure a student's mastery on a 1-4 scale. Therefore, the method of documentation used in completing the Occupational Orientation Student-Learner Outcomes is geared toward each student's completion date of the expected outcomes. Please keep in mind that, although the student-learner outcomes for the Occupational Orientation program were developed by the Occupational Curriculum Laboratory and approved by the Texas Education Agency, you may devise your own or photocopy the Occupational Curriculum Laboratory's. The competency profiles you choose to utilize, however, must reflect the essential elements.

In addition to the Occupational Orientation Student-Learner Outcomes, a reference list has been prepared in order to assist the teacher in providing competency-based instruction. The reference list serves the purpose of linking the student-learner outcomes with the instructional guides and units of instruction which relate to and will assist in the mastery of the outcomes.

A sample of the student-learner outcomes and reference list are included in this section. Detailed step-by-step directions are also given for completing the student-learner outcomes folder.

SECTION A

Most of this information can be secured from each student during the first class period. Information regarding the social security number may have to wait until the students have had the opportunity to complete the unit dealing with completing a social security application. Special needs information may be secured from the students' cumulative folders.

SECTION B

1. Write the word classroom in the blank.
2. Write the grade in which the student is currently enrolled.
3. Write the date the student was officially enrolled in your class.
4. Write the date the student transferred or withdrew from your class.
5. If you have a semester program, and the student completed the program, write the date of the last day in the semester. If you have a full-year program, and the student remained in your class the full year, write the date of the last day of school.

6. Depending on whether you have a semester or full-year program, count the total number of school days and subtract the number of days the student was absent. This will give you the total number of class hours.
7. n/a
8. n/a
9. Write your name.

SECTION C

NOT APPLICABLE

SECTION D

Necessary information required for the Vocational Education Data System (VEDS).

SECTION E

These elements must be included in each addressed vocational course at the appropriate level. Using the reference list as a guide, locate the instructional guide and the unit number in which the element is addressed. You will note that the unit objective will not always be worded in the same way as the essential element. The essential elements are general goals or descriptors of what is to be covered in class. The role of the teacher and the instructional guides is to provide specific instructional objectives that will serve to accomplish the goals or meet the descriptors. When the student has satisfactorily completed the unit test (grade of 70 or better) or completed an activity sheet designated to evaluate essential element(s) mastery, the completion date may be filled in the blank or a check indicated. Many of the essential elements cannot be converted to measurable objectives in the instructional guides. For example, "demonstrate the ability to work cooperatively with others"; "demonstrate responsibility in completing job tasks"; "demonstrate punctuality and dependability"; etc. It has been suggested, therefore, in evaluating these particular items, that they be counted as a "test" of sorts. For example, for each six weeks, the student will start with a grade of 100 on the "test"--working cooperatively with others. Each time the student is observed not working cooperatively with others, he/she will have 10 points deducted from the 100. Hence, this would provide a measurable means of accounting each student's mastery level of these types of essential elements. Of course, some type of anecdotal documentation should be kept. Only at the end of the semester, or school year, would the completion date blank be completed--and then only if the student had a semester average of 70 or above on that particular element. This will also provide a means of maintaining class control. For further information concerning this procedure, see pages 219-227. In lieu of unit tests, the evaluation of mastery of some essential elements may be determined

only by a student's demonstrating his/her ability--for example, "demonstrate the ability to complete job application and interview."

SECTION F--OCCUPATIONAL INVESTIGATION TEACHERS ONLY

The outcomes listed in bold-face type are the required essential elements. They must be addressed. Those not set in bold-face type are outcomes practicing occupational investigation teachers felt were important to the success of the program. They are listed only to assist the teacher in planning what to teach once instruction and mastery of the essential elements has occurred. Many of the outcomes can be incorporated with instruction dealing with the essential elements. For instructions on how to do so, see page 207. Each teacher knows at what pace his/her class will progress; some teachers will cover every outcome listed on the folder, while other teachers will feel lucky if they make it through all the essential elements. This is not the fault of the teacher. Each group of students presents an entirely different learning environment. It is suggested, however, that you do indicate in the completion date blank if an outcome was not covered. Otherwise, if left blank, someone reviewing the folder will assume that the student has not yet completed the outcome.

SECTION G--OCCUPATIONAL EXPLORATION TEACHERS ONLY

All outcomes listed are essential elements for occupational exploration. Because any of the 15 clusters may be analyzed, specific outcomes for each cluster area are not listed; however, you are encouraged to add outcomes to fit the occupational cluster being explored.

Fill in the completion blanks in this section using the same procedure described in SECTIONS E and F.

SECTION H

Record all standardized appraisal data here. The results of some appraisal instruments may be documented in the space allotted. Profile sheets and any other detailed results should be kept in the student's folder. Information regarding appraisal data should be shared with the academic/vocational counselor in order to avoid duplication of appraisal tests.

SECTION I--OCCUPATIONAL INVESTIGATION TEACHERS ONLY

When students have completed the unit on preparing a tentative high school schedule, transfer the information onto this section. Texas Education Agency staff suggests that competency profiles be kept on file for two years.

COMPETENCY PROFILE

A.

Instructional Program _____ School _____ Class _____

Name _____ Social Security No _____ Phone _____

Address _____ Age _____ Date of Birth _____ Sex _____

Racial/Ethnic Designation _____ Special Needs _____

In Case of Emergency
Contact _____ Address _____ Home phone _____ Business phone _____

OR

Contact _____ Address _____ Home phone _____ Business phone _____

B.

① Method of Instruction	② Grade	③ Enrollment Date	④ Withdrawal Date	⑤ Completion Date	⑥ Total Class Hours	⑦ Total Laboratory Hours	⑧ Total On-the-job Training Hours	⑨ Instructor

ON-THE-JOB TRAINING/WORK EXPERIENCE

C.

Duration of Employment	Job Title	Supervisor's Name	Training Station	Address of Employer	Phone

FOLLOW-UP RECORD

D.

Date	Current Address	Ed Status	Educational Institution	Educational Objective
		☐ Attending ☐ Not Attending		

Not in Labor Force	Un-employed	Military Status	Employed	Employer	Address	Supervisor	Position	Related to Training	Salary
								Yes No	

OCCUPATIONAL ORIENTATION
STUDENT-LEARNER OUTCOMES

E. COMMON ESSENTIAL ELEMENTS FOR ALL VOCATIONAL PROGRAMS

COMPLETION DATE	
	Identify characteristics and responsibilities of leaders
	Demonstrate characteristics and responsibilities of group members
	Participate in meetings according to rules of parliamentary procedures (optional)
	Function effectively on committees by accepting assigned responsibilities (optional)
	Plan and conducts effective group leadership activities
	Participate in society in a democratic way

COMPLETION DATE	
	Evaluate career options and employment opportunities
	Demonstrate ability to complete job application, interview and follow-up
	Follow written and oral instructions to complete job task
	Demonstrate punctuality and dependability
	Follow rules, standards, and policies of the work place
	Demonstrate the ability to work cooperatively with others

COMPLETION DATE	
	Demonstrate responsibility in completing job tasks
	Exhibit work habits and attitudes that increase productivity
	Recognize opportunities and options for business ownership
	Identify entry level procedures and planning processes needed to open a business
	Utilize terms associated with small business
	Recognize the role of small business in the free enterprise system

F. OCCUPATIONAL INVESTIGATION

Self-Appraisal

COMPLETION DATE	
	Identify personal interests
	Identify personal aptitudes
	Identify personal achievement level
	Identify personal academic potential
	Identify personal lifestyle aspirations
	Identify personal social/emotional needs
	Identify the advantages and disadvantages of being a leader, and appraise personal leadership qualities
	Explain how change affects society, and appraise personal attitude toward change
	Identify ways for effectively coping with change
	Identify personal reasons for wanting to work
	Explain the importance of a positive attitude

Educational Planning

COMPLETION DATE	
	Acquire an awareness of available educational training and resources through visits to high school programs (both academic and vocational), vocational schools and programs, postsecondary schools and programs, or by bringing representatives of these schools and programs into the classroom
	Develop a tentative plan for high school
	State how to use goals in achieving success both in personal life and in a career
	Use a logical decision-making process to solve personal and/or career problems
	State why the outlook of a career is impor-

Economic and Societal Factors

COMPLETION DATE	
	Explain the function of work on the socioeconomic system
	Describe those things that contribute to positive human interrelationships on the job
	Explain the effect of changing economic and technological conditions on work and lifestyles
	Identify correct standards and procedures related to job acquisition
	Identify concepts and skills necessary for effective communications
	Describe the various ways employees are paid
	Complete those forms required by the United States to work in this country
	Identify the characteristics of those laws that affect workers
	Identify the characteristics of a free enterprise economic system
	Describe concepts and skills necessary for personal money management
	Identify factors which influence changing jobs and the correct procedures involved in changing jobs

Occupational Clusters

COMPLETION DATE	
	Identify and analyze the occupational clusters to achieve a broad under-

COMPLETION DATE

State how to use goals in achieving success both in personal life and in a career
Use a logical decision-making process to solve personal and/or career problems
State why the outlook of a career is important in making career decisions, identify sources to use for information on the outlook of careers, and research the outlook of a career of interest
Use a career decision-making model to make a tentative career choice
Describe the differences among the general, academic and academic with honors high school programs of study
Identify courses offered in the local high school and which courses will serve as an aid in pursuing prospective careers
Identify educational/training alternatives available after high school
Describe educational/training alternatives which would best prepare for personal career aspirations

COMPLETION DATE

Occupational Clusters

Identify and analyze the occupational clusters to achieve a broad understanding of the world of work including new and emerging occupations
Identify occupational clusters related to personal interests and aptitudes in order to develop skills in utilization of sources of occupational information
Develop decision-making skills to establish a method for continuing occupational decision making throughout life
Utilize job information to learn about duties, educational requirements, training, salary, and other pertinent job-related factors
Demonstrate employability skills
Develop realistic perceptions of the world of work
Participate in visits to work sites

G. OCCUPATIONAL EXPLORATION

COMPLETION DATE

Self-Appraisal

Participate in assessment inventories
Participate in hands-on activities
Participate in shadowing experiences
Verify personal interests
Verify personal aptitudes
Verify personal abilities

COMPLETION DATE

Occupational Cluster

Identify and analyze one of the occupational clusters
Conduct an in-depth study of occupations in the cluster of personal interests to the student
Participate in laboratory-based instruction
Participate in visits to work sites

COMPLETION DATE

Occupational Goals

Investigate the socioeconomic characteristics of a specific occupation to establish relevancy to personal goals
Review personal aptitudes, interests, emotional and physical needs to determine occupational goals

COMPLETION DATE

Educational Planning

Participate in visits to high schools and postsecondary institutions to acquire an awareness of available educational and training resources

H.

Appraisal Test Title	Date Given	Results	Comments

I.

FOUR-YEAR HIGH SCHOOL SCHEDULE

9th Grade 19___ to 19___		10th Grade 19___ to 19___		11th Grade 19___ to 19___		12th Grade 19___ to 19___	
Course	Credit	Course	Credit	Course	Credit	Course	Credit
1.		1.		1.		1.	
2.		2.		2.		2.	
3.		3.		3.		3.	
4.		4.		4.		4.	
5.		5.		5.		5.	
6.		6.		6.		6.	
7.		7.		7.		7.	
Total Required Course Credits		Total Required Course Credits		Total Required Course Credits		Total Required Course Credits	
Total Elective Course Credits		Total Elective Course Credits		Total Elective Course Credits		Total Elective Course Credits	

Reference Sheet

This reference sheet serves as an aid in linking the student-learner outcomes with the instructional guides and units of instruction which relate to and will assist in the mastery of the outcomes.

*Indicates essential elements

Common Essential Elements

	OUTCOME	INSTRUCTIONAL GUIDE	UNIT NO.
*1.	Identify characteristics and responsibilities of leaders	Self-Appraisal	VI
*2.	Demonstrate characteristics and responsibilities of group members	Economic and Societal Factors	III
*3.	Participate in meetings according to rules of parliamentary procedure	OPTIONAL IN OCCUPATIONAL ORIENTATION	
*4.	Function effectively on committees by accepting assigned tasks	OPTIONAL IN OCCUPATIONAL ORIENTATION	
*5.	Plan and conduct effective group leadership activities	Self-Appraisal	VI
*6.	Participate in society in a democratic way	Economic and Societal Factors	II & IX
*7.	Evaluate career options and employment opportunities	Occupational Clusters Educational Planning	III-XVII IV
*8.	Demonstrate ability to complete job application and interview	Economic and Societal Factors	I
*9.	Take and follow oral and written directions	Economic and Societal Factors	III
*10.	Demonstrate punctuality and dependability	Importance covered in Economic and Societal Factors	II

*11.	Follow rules, standards, and policies of the work place	Importance covered in Economic and Societal Factors	II
*12.	Demonstrate the ability to work cooperatively with others	Importance covered in Economic and Societal Factors	II
*13.	Demonstrate responsibility in completing job tasks	Importance covered in Economic and Societal Factors	II
*14.	Exhibit work habits and attitudes that increase productivity	Importance covered in Economic and Societal Factors	II
*15.	Recognize opportunities and options for business ownership	Educational Planning and Economic and Societal Factors	VII IX
*16.	Identify entry-level procedures and planning processes needed to open a business	Educational Planning	VII
*17.	Utilize terms associated with small business	Educational Planning	VII
*18.	Recognize the role of small business in the free enterprise system	Educational Planning	VII

Occupational Investigation

SELF-APPRAISAL

	OUTCOME	INSTRUCTIONAL GUIDE	UNIT NO.
*1.	Identify personal interests	Self-Appraisal	III
*2.	Identify personal aptitudes	Self-Appraisal	V
*3.	Identify personal achievement level	Self-Appraisal	IV
*4.	Identify personal academic potential	Self-Appraisal	IV V
*5.	Identify personal lifestyle aspirations	Self-Appraisal Educational Planning	I IV

*6.	Identify personal social/emotional needs	Self-Appraisal Educational Planning	I I & IV
7.	Identify the advantages and disadvantages of being a leader, and appraise personal leadership qualities	Self-Appraisal	VI
8.	Explain how change affects society, and appraise personal attitude toward change	Self-Appraisal	VII
9.	Identify ways for effectively coping with change	Self-Appraisal	VII
10.	Identify personal reasons for wanting to work	Self-Appraisal	I
11.	Explain the importance of a positive attitude	Economic and Societal Factors Self-Appraisal	II II

Occupational Clusters

	OUTCOME	INSTRUCTIONAL GUIDE	UNIT NO.
*1.	Identify and analyze the occupational clusters to achieve a broad understanding of the world of work including new and emerging occupations	Educational Planning Occupational Clusters	III II-XVII
*2.	Concentrate individual study on clusters related to personal interests and aptitudes in order to develop skills in utilization of sources of occupational information	Educational Planning Occupational Clusters	IV III-XVII
*3.	Develop decision-making skills to establish a method for continuing occupational decision-making throughout life	Educational Planning	II & IV

*4.	Utilize job information to learn about duties, educational requirements, training, salary, and other pertinent job-related factors	Educational Planning Occupational Clusters	IV I
*5.	Demonstrate employability skills	Economic and Societal Factors	I
*6.	Develop realistic perceptions of the world of work	Supplemental Activities Section (utilize forms)	
*7.	Participate in visits to work sites	Supplemental Activities Section (utilize forms)	

ECONOMIC AND SOCIETAL FACTORS

	OUTCOME	INSTRUCTIONAL GUIDE	UNIT NO.
*1.	Explain the function of work on the socio-economic system	Economic and Societal Factors Self-Appraisal	VI & VII I
*2.	Describe those things that contribute to positive human interrelationships on the job	Economic and Societal Factors Self-Appraisal	II II
*3.	Explain the effect of changing economic and technological conditions on work and lifestyles	Economic and Societal Factors Self-Appraisal	VIII VII
4.	Identify correct standards and procedures related to job acquisition	Economic and Societal Factors	I
5.	Identify concepts and skills necessary for effective communications	Economic and Societal Factors	III
6.	Describe the various ways employees are paid	Economic and Societal Factors	IV

7.	Complete those forms required by the United States to work in this country	Economic and Societal Factors	VI
8.	Identify the characteristics of those laws that affect workers	Economic and Societal Factors	VII
9.	Identify the characteristics of a free enterprise economic system	Economic and Societal Factors	IX
10.	Describe concepts and skills necessary for personal money management	Economic and Societal Factors	V
11.	Identify factors which influence changing jobs and the correct procedures in changing jobs	Economic and Societal Factors	VIII

EDUCATIONAL PLANNING

	OUTCOME	INSTRUCTIONAL GUIDE	UNIT NO.
*1.	Acquire an awareness of available educational training and resources through visits to high school programs (both academic and vocational), area vocational schools and programs, and postsecondary schools and programs, or by bringing representatives of those schools and programs into the classroom	Educational Planning RESPONSIBILITY OF TEACHER TO ARRANGE	VII
*2.	Develop a tentative plan for high school	Educational Planning	VI
3.	State how to use goals in achieving success both in personal life and in career	Educational Planning	I
4.	Use a logical decision-making process to solve personal and/or career problems	Educational Planning	II

5.	State why the outlook of a career is important in making career decisions, identify sources to use for information on the outlook of careers, and research the outlook of a career of interest	Educational Planning Occupational Clusters	III I
6.	Use a career decision-making model to make a tentative career choice	Educational Planning	IV
7.	Describe the differences among the general, academic, and academic with honors high school programs of study	Educational Planning	V
8.	Identify courses offered in the local high school and which courses will serve as an aid in pursuing prospective careers	Educational Planning	V & VI
9.	Identify educational/training alternatives available after high school	Educational Planning	VII
10.	Describe educational/ training alternatives which would best prepare for personal career aspirations	Educational Planning	IV & VII

Occupational Exploration

OCCUPATIONAL CLUSTER

The cluster being explored will determine the cluster unit utilized.

	OUTCOME	INSTRUCTIONAL GUIDE	UNIT NO.
*1.	Identify and analyze one of the occupational clusters	Occupational Clusters	III-XVII

*2.	Conduct an in-depth study of occupations in the cluster of personal interest to the student	Occupational Clusters	II-XVII
*3.	Participate in laboratory-based instruction	Occupational Clusters	III-XVII
*4.	Participate in visits to work sites	Occupational Clusters	Supplemental Activities Section (utilize report forms)

SELF-APPRAISAL

(Annotated Bibliography of career assessment instruments located in Chapter X of the Occupational Orientation Teacher's Handbook.)

	OUTCOME	INSTRUCTIONAL GUIDE	UNIT NO.
*1.	Participate in assessment inventories	Self-Appraisal	III - V
*2.	Participate in hands-on activities	Occupational Clusters	III-XVII
*3.	Participate in shadowing experiences	Explanation found in Teacher's Handbook	
*4.	Verify personal interests	Self-Appraisal	III
*5.	Verify personal aptitudes	Self-Appraisal	V
*6.	Verify personal abilities	Self-Appraisal	IV

OCCUPATIONAL GOALS

	OUTCOME	INSTRUCTIONAL GUIDE	UNIT NO.
*1.	Investigate the socio-economic characteristics of a specific occupation to establish relevancy to personal goals	Educational Planning Occupational Clusters	I & IV III-XVII

*2.	Review personal aptitudes, interests, emotional and physical needs to determine occupational goals	Educational Planning	I & IV

EDUCATIONAL PLANNING

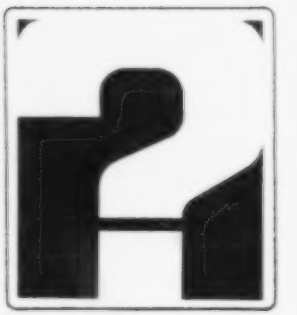
	OUTCOME	INSTRUCTIONAL GUIDE	UNIT NO.
*1.	Participate in visits to high schools and post-secondary institutions to acquire an awareness of available educational and training resources	Educational Planning RESPONSIBILITY OF TEACHER TO ARRANGE	VII

References

State Board of Education Rules for Curriculum. Austin, Texas: Texas Education Agency, March, 1984.

House Bill 72 and Subsequent Educational Legislation: Comprehensive References and Explanations. Austin, Texas: Texas Education Agency, August, 1985.

Chapter 5
HOW DO I KEEP ABREAST OF ALL THE CHANGES?



Introduction

In the previous chapter, it was emphasized that you should keep abreast of changes in rules and regulations as they occur. Although most superintendents, vocational directors, and principals are notified by the Texas Education Agency of any changes in the rules and regulations, many times word of these changes do not filter down to you, as a vocational teacher. Therefore, your membership in a professional vocational organization is very important. Currently, there are two vocational organizations of which you are eligible to become a member--Texas Vocational Guidance Association and the American Vocational Association.

Texas Vocational Guidance Association

The Texas Vocational Guidance Association (TVGA) was organized in order to meet the needs of those with an interest and/or responsibilities in vocational guidance in the state of Texas. By joining this professional organization, you have a voice in the future of vocational guidance in Texas. The organization sends newsletters containing information on current issues, new trends, etc., works closely with the Occupational Education Specialist/ Vocational Guidance Programs at the Texas Education Agency in planning state Program Improvement summer workshops, and speaks as an organization in effecting needed changes concerning vocational guidance personnel and its programs. As a member of TVGA, you will receive information from two other sources--Texas Vocational Consortium and Texas Vocational Technical Association.

TEXAS VOCATIONAL CONSORTIUM

The Texas Vocational Consortium (TVC) was formed as a result of the needs of several vocational associations that were not large enough to establish their own executive directors. The Office Education, Administration, Marketing and Distributive Education, Health Education, and Vocational Guidance associations joined forces to establish the consortium, whose prime responsibility is to lobby for the benefit of these organizations. In addition, the Texas Vocational Consortium sends newsletters concerning current issues affecting members of the association who belong to the consortium.

TEXAS VOCATIONAL TECHNICAL ASSOCIATION

The Texas Vocational Technical Association (TVTA) is the link between all vocational personnel in the state of Texas and the American Vocational Association. This organization also sends its members newsletters containing information affecting vocational personnel across the state of Texas.

American Vocational Association

As an Occupational Orientation teacher, you are eligible to join the Guidance Division of the American Vocational Association (AVA). The benefits of being a member of the Guidance Division of the American Vocational Association are:

* Linkages with other AVA divisions at the state and national levels
* A voice in the formation of federal legislation for vocational education and career/vocational guidance
* Annual convention with a Guidance Division program that represents all interest sections related to guidance
* Regional conferences
* State association meetings and workshops
* Publications: VocEd Journal, Update Newspaper, divisional newsletters, AVA Yearbook, specialized publications
* Insurance coverage at low group rates

How to Join These Organizations

Membership forms for these organizations are available at each annual Program Improvement summer workshop for vocational

guidance personnel. If you are unable to attend this workshop, you may secure names of individuals to contact about membership by writing the Texas Vocational Technical Association, 2304 Berwyn Lane, Austin, Texas, 78745.

Chapter 6
WHAT MAKES AN EFFECTIVE OCCUPATIONAL ORIENTATION TEACHER?

Introduction

In order to facilitate students' learning the outcomes of the Occupational Orientation program, you, as an Occupational Orientation teacher, should possess specific skills in addition to the skills of a regular classroom teacher. These skills include:

1. Recognizing and conveying the relative importance to each student's future of the subject matter addressed in the occupational investigation and occupational exploration programs

2. Utilizing methods of instruction that will assist students in developing realistic perceptions of the world of work.

3. Utilizing counseling techniques in assisting students in developing tentative high school plans.

4. Recognizing and acting on the fact that some students have special needs.

5. Eliminating sex stereotyping in the classroom

6. Maintaining class control even when students are participating in unstructured activities

This chapter is devoted to providing suggestions to assist you in acquiring these skills and in using them so that you maximize their desired effect.

Conveying the Importance of Your Program

Enough cannot be said about the importance of your believing in what your program provides your students. It is difficult for students in the middle school to realize that, in the near future, the information they learn in your program will have a direct effect on them. You, therefore, must believe and convey your belief in your program to the students. Examples of ways you can do this are listed below:

1. Invite students from the high school to speak to your class concerning the problems they have encountered in career decision-making, obtaining a job, personal money management, etc. Let's face it--students are more likely to believe other students than us.

2. Have your students participate in a role-playing session in which they must look for a job and apply for it. Do not give any instructions. This is a great pre-test for Unit I, Job Acquisition, of the Economic and Societal Factors Instructional Guide.

3. During one of the first class periods, have students write down as many occupations as they can think of. Then, at the conclusion of studying the occupational clusters, have them do it again. Hopefully, the students will notice a significant difference in the two lists.

4. Use the activities located in the Educational Planning Instructional Guide (pages 201 and 203) that involve parents, relatives, etc. in providing information concerning their own career decision-making experiences.

Although many other examples could be included, the important thing to remember is that if you are enthusiastic about your program, your enthusiasm will, indeed, rub off on your students.

Alternative Methods of Instruction

Because you will, in addition to the conventional methods of instruction (lecture, pencil/paper activities, etc.), use methods of instruction that are unfamiliar to most classroom settings, this section will focus on providing suggestions for making them successful.

INTERVIEWING

In order to assist students in gaining realistic perceptions of the world of work, students should learn how to obtain information by interviewing people in your community.

Types of Interviews

Basically two types of interviews are possible: individual and group. Individual interviews occur between one student and a resource person--usually conducted outside of class. Group interviews occur when two or more students interview a resource person--usually on a career study tour.

Suggestions for Success

The Occupational Report Form located in the Supplemental Activities Section of the Occupational Clusters Instructional Guide should be used so that job duties, educational requirements, training, salary, and other pertinent job-related information can be secured. Students should be encouraged to watch a variety of talk shows on television prior to interviewing resource persons to learn how interviews are conducted.

SHADOWING

ONE OF THE ESSENTIAL ELEMENTS FOR OCCUPATIONAL EXPLORATION IS THAT STUDENTS PARTICIPATE IN SHADOWING EXPERIENCES.

Shadowing is similar to the interview except the student observes the resource person for a specified period of time in addition to interviewing. This method of instruction has two main purposes: (1) it aids the student in understanding an occupation in which he/she may have expressed an interest; and (2) it aids the student in understanding the everyday duties of a person in his/her working environment. Four possible activities are involved in a shadowing experience: research, interview, observation, and evaluation/follow-up.

Steps in Shadowing

1. Students select an occupation in which to conduct the shadowing experience.

2. Using the Career Resources File (described in detail on page 203), the students identify possible resource persons in your community.

3. The students complete ACTIVITY SHEET 1--SHADOWING found on page 69.

4. The Parents' Consent and Release of Liability Form (page 65) should be completed and sent to the parents and/or guardian.

5. The teacher contacts the person who will be shadowed, discusses the procedures, and sets a date and time for the shadowing experience to occur. The teacher should then send the shadowing consent form to the resource person for it to be completed, signed, and returned to the teacher. BUSINESS CONSENT FORM is located on page 67.

6. Students should be transported (by the parents) to the place where the shadowing is to occur.

7. The students should be allowed to spend at <u>least</u> four hours with the participant.

8. Students should complete ACTIVITY SHEET 2--SHADOWING (page 71) and share their findings with the class.

9. A follow-up thank-you letter should be sent by both the students and the teacher to the persons participating in the shadowing experience.

SCHOOL NAME

ACTIVITY PERMISSION

PARENT'S CONSENT AND RELEASE OF LIABILITY

DATE:

In order to assist your child in making meaningful decisions concerning his/her future and in order to assist him/her in acquiring a realistic perception of the world of work, your child will be participating in a shadowing experience on _____ from _____. He/She will be observing _____, who is a(n) _____.

Please read the following information carefully, sign, and return this form by _____.

I do hereby agree to assume all the risks attendant to such activity, including motor vehicle accidents on either streets, ways, or private property, and do hereby release and forever discharge the businesses, their employees, agents, leasees, contractors, and concessionaires, in both their public and private capacities on and from any and all liability, claims, suits, demands, or causes of action whatsoever for any property damage or personal injury sustained or that may arise in any manner in connection with taking part in this shadowing experience.

I understand that the (school name) Independent School District is not legally liable under Texas laws for injuries of any nature. I will assume all responsibilities related to accidents or other difficulties.

I will provide or see that my child has transportation to and from the place of business where my child will be participating in the shadowing experience. We have read this Parents' Consent and Release of Liability, and fully understand its terms and conditions, and further understand that the opportunity to participate, requested by us, is afforded by the local and (city) businesses based upon the signing of this document.

SIGNED this the _____ day of _____ A.D. 19___

_____ _____

PARENT OR LEGAL GUARDIAN'S SIGNATURE

_____
ADDRESS

_____
TELEPHONE

BUSINESS CONSENT FORM

We the undersigned _____ (place of business) would like to participate in the "shadowing" experience for a particular student from _____ (school name). I realize the student is to be an observer only. The student participating with us will observe and interview workers who are listed below.

I have seen the "Parent's Consent and Release of Liability," and it complies with our needs to allow the student to be on our premises in this capacity.

Specified below are the areas the student and/or students will observe.

SIGNED this the _____ day of _____, 19___

Address (Business):

_____ _____
Participant from Firm

_____

Telephone: _____ _____
Sponsor or Owner

Name of Student _____

WORKERS TO BE OBSERVED:	OCCUPATION(S):
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ACTIVITY SHEET 1: Shadowing

Occupation Selected:

Information from Career Resource File:

ACTIVITY SHEET 2: Shadowing

Name_____

Person Observed: Position:

Employing Agency:

Information concerning job environment:
(examples: inside/outside, hectic/calm, clean/dirty)

Observed duties:

How much contact with other people?

_____ less than five people

_____ more than five, less than ten

_____ more than ten

CAREER STUDY TOUR OR FIELD TRIP

ONE OF THE ESSENTIAL ELEMENTS FOR BOTH THE OCCUPATIONAL INVESTIGATION AND OCCUPATIONAL EXPLORATION PROGRAMS IS THAT STUDENTS WILL BE GIVEN THE OPPORTUNITY TO VISIT WORK SITES. A career study tour can be a rewarding experience for both students and the teacher if it is properly planned. The following are suggestions for conducting a successful career study tour.

DETERMINE THE SITE TO VISIT--A specific objective should exist for visiting businesses and industries. For example, if your class is currently studying careers in the manufacturing cluster, you many want to visit a local manufacturing plant. Each site considered should be provided with information necessary for them to make a decision as to whether they wish the students to visit their facility. You should emphasize, when explaining your program to the contact person, that the tours should be career-centered and interviews should be conducted with more than one person. Opportunities for question-and-answer sessions should also be planned.

ADMINISTRATIVE APPROVAL--Any study tour which takes students from the school campus must be done within the framework of local school policy. Administrators will usually want to know the purpose of the tour, the place, date, and time of the tour, the length of time the students will be away from school, the cost, and the means of transportation before giving their approval for a study tour.

CONTACT THE RESOURCE--Details to be worked out with the resource-contact person include the purpose of the visit, the date and time of the visit, the length of the visit, the number of students who can be accommodated, and any special procedures required by the resource, such as safety precautions or admission charges. A letter from the teacher to the resource is desirable to confirm the visit.

TRANSPORTATION--The type of transportation available for career study tours is often prescribed by school policy. Widely used are school buses, vans, charter buses, and parent-driven automobiles. Arrangements for transportation should be made as early as possible.

INFORM STUDENTS--Students should be informed of the date, place, and objectives of the career study tour. The Career Study Tour Report Form, located in the Supplemental Activities Section of the Occupational Clusters Instructional Guide, should be carried by the students to the work site and the questions answered by the students. This will ensure that students are attentive while the tour is being conducted.

ASSIGN SPECIAL JOBS--Special jobs (such as photographer, recorder, monitor) may be assigned to students if these tasks are appropriate to the study tour.

PARENTAL PERMISSION--Parents should be made aware of any time their child will be leaving the school campus. Local school districts usually have special forms created for this purpose. Some school districts allow one form to be utilized for any field trips taken during the course of the school year. You should check with your administrator regarding your school district's policy.

Follow-up and Evaluation

The Career Study Tour Report Forms should be checked and returned to the students. A discussion should take place the day after the tour. Sometimes a great deal of interest is aroused by a career study tour, and many meaningful projects can be started as a result of this interest. However, neither preparatory nor follow-up activities should be allowed to turn the study tour into a chore, rather than an exciting event. A thank-you letter from the students to the resource should be sent; it will go a long way to ensure future tours.

After the study tour, you will find it valuable to take time to evaluate the tour. Were objectives of the tour met? Was the tour worth the time and expense involved? Does another place have more educational value? Were students exposed to a variety of careers? Was the the visit long enough? Too long? The answers to these questions, along with a brief description of what occurred during the visit, will benefit you and other teachers if this information is kept in the Career Resources File (described on page 203).

CAREER DAY/WEEK

Career Day/Week involves students, faculty, administration, parents, media, and the business community in a learning situation. It can be the most rewarding activity of the school year if carefully planned and implemented. The following information can guarantee a relatively trouble-free Career Day/Week if adapted to the needs of the individual school.

Types of Career Days

The type of Career Day chosen should consider the concerns of the administration, needs of the students, availability of time and facilities, requirements of stated objectives, cooperation of the community, and interest of the faculty. The following types are given for consideration. Of course, variations of these may be devised.

1. RESOURCE PERSONS IN ALL CLASSES FOR ONE PERIOD--Determine which period will be used and the number of classes in each subject area during that period, then invite appropriate resource people. Be sure to give them an idea of what information they should be prepared to share. Examples of resource people include the following:

   BUSINESS EDUCATION/COMPUTER LITERACY--secretary, data entry operator, systems analyst, computer programmer

   MATH--bank teller, carpenter, engineer

   ENGLISH--news reporter (newspaper, T.V., or radio), editor, technical writer

   SCIENCE--lab technician, research scientist, meteorologist, veterinarian

   SOCIAL STUDIES--lawyer, judge, social worker

   PHYSICAL EDUCATION--professional athlete, coach, trainer

   This type of Career Day could be utilized for the entire school or for one grade level. DISADVANTAGE: Students do not have a choice of what resource person they will hear in this type of career day.

2. RESOURCE PERSONS IN ALL CLASSES--ALL DAY--This method is the same as the first except resource persons will remain for a longer time. If a resource person is assigned to every teacher, as each student changes classes, he/she should hear a speaker for every class in which the speaker remains. DISADVANTAGE: Students do not have a choice of resource person they will hear.

3. RESOURCE PERSON CAROUSEL - 1/2 DAY--Resource persons selected would be based on results of a student survey (page 79). Resource persons would be placed in classrooms (with the classroom teacher acting as facilitator). Students should be provided with a list of speakers and the classrooms in which they will be located. Students spend approximately thirty minutes with a resource person of his/her choosing. When the bell rings, he/she will have chosen another session to attend, and will go to the classroom in which the resource person is located.

4. INDUSTRY-RELATED CAREER DAY--Three or four resource persons from one industry (e.g., health, transportation, construction, banking, data processing, sales) are invited to make a presentation to a group of students who have indicated an interest in that industry. After the initial presentation, the group is divided into the same number of small groups as there are speakers to allow for discussion and questions. One student in each group should see that questions are asked and discussion is started. However, carefully chosen speakers will usually keep the discussion moving. Each student attending should receive permission from the teacher whose class he/she will miss. If interest is high among students, this event could be repeated once or twice the same day with the same speakers if their time is available.

5. CAREER WEEK--This event should include one of the types of Career Days. A program of the week's activities should be written and reproduced for distribution at the beginning of the week. If publicity from local news media is desired, information in the form of news releases should be made available regularly. The publicity campaign should be inititated as soon as dates for the Career Week are known and should be continued until one week after the event.

PITFALLS TO A SUCCESSFUL CAREER DAY

1. Speakers who forget their commitment to Career Day. Of 30 speakers, you should anticipate that one or two will be "no shows" or will cancel at the last minute. If possible, two or three advisory committee members or other resource persons should be on hand, prepared to substitute.

2. Speakers needing AV equipment at the last minute. Have the media librarian ready to send equipment on short notice.

3. Faculty members who are not supportive. Faculty members should be asked to submit to the committee names of persons they think would be good speakers for students. This will gain their support of this endeavor. However, all invitations should be issued from the chairperson, co-chairperson, or advisory committee members in a coordinated effort to obtain the best possible persons to be guet speakers.

4. Inadequate ethnic group representation. Every effort should be made to have all ethnic groups and all occupational levels (blue collar, managerial, professional, technical, etc.) represented.

Evaluating Career Day/Week

The effectiveness of the Career Day/Week should be evaluated. Information gained from an evaluation will be useful in planning future Career Days/Weeks. For a comprehensive review, evaluations should be secured anonymously from students, speakers, and teachers who were involved in the day's activities. Examples of questions to ask to properly evaluate the effectiveness of the Career Day/Week are:

1. Did you feel the career day/week was beneficial?

2. Were you provided with adequate information about the occupations?

3. Was the time allotted for the career/day week adequate?

4. Please list any comments or suggestions you feel would improve future career days/weeks.

SAMPLE

STUDENT OCCUPATIONAL INTEREST SURVEY

Dear Student:

Please indicate the occupations you would be interested in learning more about by circling any five given below. From the results of this survey, speakers will be invited to Career Day.

Your Career Day Committee

AGRIBUSINESS AND NATURAL RESOURCES

Animal breeder
Nursery laborer
Tree surgeon
Agriculture economist
Biologist
Veterinarian
County agricultural agent
Food and drug inspector

BUSINESS AND OFFICE

Accountant
Computer operator
Word processing operator
Secretary
Management trainee
Personnel recruiter
Financial economist
Loan officer
Sales agent, securities
Insurance investigator
Insurance sales agent
Claims adjuster
Real estate sales agent
Tax clerk
Messenger

ENVIRONMENT

Air analyst
Chemist, water purification
Safety and sanitary inspector
Entomologist
Exterminator
Industrial hygienist
Plant pathologist
Sanitarian
Park ranger
Animal ecologist
Forestor
Landscape architect
Game manager

FINE ARTS AND HUMANITIES

Illustrator
Clothes designer
Cartoonist
Portrait photographer
Humorist
Choreographer
Stage director
Set designer
Actor
Interpreter
Genealogist

TRANSPORTATION

Truck driver
Bus driver
Dispatcher, motor vehicle
Safety engineer
Locomotive engineer
Yard manager, train
Pilot
Air traffic control specialist, tower
Ticket agent
Aeronautical engineer

CONSUMER AND HOMEMAKING

Food chemist
Dietician
Interior decorator
Fashion coordinator
Budget consultant
Director of consumer education

CONSTRUCTION

Plumber
Carpenter
Welder
Bricklayer
Stonemason
Electrician
Painter
Civil engineer
Construction inspector

MARKETING AND DISTRIBUTION

Retail storeowner
Warehouse manager
Merchandising manager
Market research analyst
Purchasing agent
Product designer
Model
Auctioneer

HOSPITALITY AND RECREATION

Ticket clerk
Travel agency clerk
Flight attendant
Tour director
Waiter/Waitress
Sports instructor
Animal trainer
Athletic trainer
Zoo keeper

MANUFACTURING

Physicist
Mechanical engineer
Nuclear engineer
Drafter
Electroplater

PUBLIC SERVICES

Meteorologist
School teacher
Police officer
Mail handler
Water treatment plant operator
Social worker
Lawyer

COMMUNICATIONS AND MEDIA

Feature reporter
Critic
Editor
Motion picture director
Camera operator
Light technician
Costumer
Telephone operator
Television schedule coordinator

MARINE SCIENCE

Aquatic biologist
Petroleum geologist
Mineralogist
Petroleum engineer
Fish farmer
Scuba diver

HEALTH

Psychiatrist
Radiologic technologist
Medical technologist
Dental hygienist
Dentist
Emergency medical technician
Pharmacist
General practitioner
Respiratory therapist

PERSONAL SERVICES

Camp attendant
Manager, lodging facilities
Hair stylist
Funeral attendant
Tailor
Caterer

Others (name any others which interest you) _____

_____

Please check the appropriate box if you would like one or more of the following representatives:

☐ Military representatives

☐ College/university representatives

☐ Trade/technical school representatives

Please give the following information by circling the appropriate answer.

Sex: M F Grade: 7 8 9 10

Please check anticipated maximum educational/training level:

☐ High school

☐ Two-year college

☐ Four-year college

☐ Technical school

☐ Apprenticeship program

AUDIOVISUALS

Unfortunately, many teachers still perceive audiovisuals as entertainment or simply as providers of information. Audiovisuals do not in and of themselves teach--they do, however, assist in the instructional process. Modern, up-to-date audiovisuals can assist students in gaining a realistic perception of the world of work, can assist in introducing material, and in clarifying information that students may be having difficulty comprehending. There are six forms of audiovisuals that are commonly used in the Occupational Orientation classrooms:

* chalkboards
* video cassettes
* films
* filmstrips
* slides/tapes
* transparencies

Suggestions for the Effective Use of Audiovisuals

1. Audiovisuals should be selected to further an educational objective--don't bring an elephant into your class to explain the color gray.
2. Decide at what point during a lesson to utilize audiovisuals.
3. Schedule use of equipment several days in advance.
4. Have alternative activities planned should films not arrive or should equipment break down.
5. Preview all audiovisuals to ensure quality, relevancy to lesson, etc. Recording this information for every audiovisual used and placing it in the Audiovisual Resources File (suggestions for preparing are located on page 170), will save you valuable time in years to come.
6. Arrange physical conditions such as room darkening and screen, and place students so that all can see and hear in comfort and without distraction.
7. Have equipment and audiovisuals ready for use before students enter the classroom.
8. When using the chalkboard, say the information before writing it, use key words and simple diagrams, use outline format, and erase information before introducing a new concept.

9. Conduct a follow-through discussion after viewing films, filmstrips, etc. to ensure that the purpose of utilizing the audiovisuals was met.

Sources for Obtaining Audiovisuals

Most school districts enter into an agreement with their regional service centers to utilize audiovisuals. If your school district does so, your administrator will have a catalog listing available audiovisuals, and directions for scheduling them. Since your school district pays the service center a media commitment fee based on ADA, no charge will be made for audiovisuals obtained from the service centers. A list of commercial companies is found on pages 245-249.

ROLE-PLAYING

Role-playing is merely a vehicle for portraying a selected life situation. As role-playing exists in speech and drama classes, students often create scenes far removed from them; role-playing, as it is conducted in the Occupational Orientation program, on the other hand, affects everyday lives. Role-playing is used extensively in the Occupational Orientation program to assist students in understanding the relevancy of the subject matter being taught; for instance, it is difficult for students to understand the importance of the interview in job acquisition. The simulation of reality may be superior to reality itself for instructional purposes. Although many of the activities located in the Occupational Orientation Instructional Guides which require role-playing contain explicit instructions, several points should be emphasized:

* The situation to be role-played should not be rehearsed.
* After assuring the class that their acting ability is not being evaluated, participants should be selected.
* Those students who are not participants in the activity should be instructed to observe and analyze.
* Your part as the teacher should be minimal--you set the scene--the students do the rest.
* Students should be asked to formulate generalizations from the role-playing experience. Students may be asked to write them or they may be done through class discussion. Generalizations represent what the students have learned through the role-playing experience. For example:

EXAMPLE: Activity Sheet 10 (page 261) of the Economic and Societal Factors Instructional Guide should create the following generalization: True communication occurs only when others listen and hear what is being said by others.

GUEST SPEAKERS

Guest speakers help bridge the gap between the classroom and the working world. By sharing personal experiences, guest speakers provide information that is invaluable in assisting students with career decision-making. Guest speakers may be used at any time to supplement an instructional objective.

SOURCES

BUSINESS AND INDUSTRY REPRESENTATIVES--Identify resources in your community by using the CAREER RESOURCES FILE (steps for development are located on page 203 of this guide).

SCHOOL REPRESENTATIVES--Teachers, administrators, students, counselors, etc. are especially useful when students are developing high school schedules.

PROJECT BUSINESS--Project business is a division of Junior Achievement. It is designed to acquaint eighth and ninth grade students with the basic principles of the free enterprise system. Working with a classroom teacher for twelve weeks, a top level business executive spends one hour a week with the students relating personal business experiences and discussing a variety of business-related topics. For information concerning the availability of this service in your area contact: Texas Operations Office--(214) 234-4861 or the Junior Achievement Regional Office in Colorado at--(303) 694-7384.

TSTI MOBILE VAN--Contact Texas State Technical Institute (TSTI) in Waco to arrange for the mobile van to visit your school. TSTI will come either day or evening, but contact must be made months in advance (preferably the summer before) so that several schools in the same area can be scheduled for the same visit. This is an excellent activity to have for open house.

After guest speakers have been invited to visit your classroom, they should be sent a copy of the GUIDE FOR GUEST SPEAKERS (located on page 115 of the Occupational Clusters Instructional Guide) so that they will have a general idea of what information the students will be interested in learning. A thank-you letter should be sent to guest speakers following their presentations.

UTILIZING CAREER COUNSELING TECHNIQUES

INTRODUCTION

In most school districts, the vocational counselor assumes the role of career assessment instrument administrator and interpreter. However, in a small school district, where often a vocational counselor is not available, it will be the Occupational Orientation teacher's responsibility to assume this role in order to meet the essential elements in both occupational investigation and exploration dealing with the use of assessment instruments.

Although you should understand career theories and their bearing on career development, they are not addressed in this handbook because of the emphasis they receive in certification courses. Instead, this section will focus on suggestions for utilizing both standardized and informal appraisal instruments.

CAREER ASSESSMENT TERMS

Since most Occupational Orientation teachers have not received any training in assessment procedures when they begin teaching, many terms dealing with appraisal instruments may be unfamiliar. Therefore, the following is a list of terms and their definitions which you should understand in order to choose assessment instruments that are most appropriate for your students and in order to convey accurately the results of any appraisal instruments given:

Ability test

A test designed to measure what a person can do. Ability tests are subdivided into aptitude tests and achievement tests.

Abstract intelligence

The ability to deal effectively with ideas expressed in symbols such as words, numbers, pictures, or diagrams.

Achievement test

An ability test designed to appraise what the individual has learned to do as a result of previous experience or training, often provided in school.

Age norms

A system of test norms based on age equivalents.

Alternate form reliability

An estimate of the accuracy or precision of a testing procedure based on the administration of two equivalent forms of the test

and correlation of the scores on the two forms. The two forms may be given in immediate succession, in which case score differences arise primarily from the variation on sampling of tasks. If a time interval of some length comes between the two testings, score differences reflect variation both in the sampling of tasks and in individuals from one time to another.

Aptitude

May be defined as "readiness for learning." This readiness depends on unknown proportions, on the genetic characteristics of the individual, and his/her whole life history of physical surroundings and previous learning.

Aptitude test

An ability test designed to appraise what the individual can learn to do if he/she receives appropriate education or job training.

Arithmetic mean

The common average obtained by adding together all of the scores in a set and dividing by the number of scores. The arithmetic mean of 12, 16, and 17 is 45/3 or 15.

Attitude

Feeling of favorableness or unfavorableness toward some group, institution, or proposition. For example, attitude toward the Chinese, toward the Supreme Court, or toward legalizing marijuana.

Average

A general term for the middle of a group of scores. A number of different averages have been proposed, but the common ones that are widely used in reporting test results are the arithmetic mean and the median.

Battery

A set of tests designed to be administered together. The tests in a battery have typically been planned and developed as a unit, with the objective of providing complete and efficient coverage of some domain of ability or personality. Usually the tests in a battery have norms based upon a common sample of cases.

Ceiling

The upper limit of measurement set by the items in a test. A test that had items practically all of which could be answered by the average fourth grader would have a ceiling at the fourth-grade level.

Converted score

A score expressed in some type of derived unit, such as an age equivalent, grade equivalent, percentile, or standard score.

Correction for guessing

A test-scoring procedure, using primarily guessing with true-false and multiple-choice tests, in which a fractional penalty is applied for wrong answers. The most commonly used correction is

$$\text{Rights} - \frac{\text{Wrongs}}{\text{Number of answer choices minus one}}$$

The procedure is based on the rationale that a person who guesses on this type of test will get a certain number of items right and that it would be desirable to adjust for individual differences in readiness to guess.

Correlation coefficient

A statistical index expressing the coefficient relationship between two different measures within a group of individuals. The range of possible values is from +1.00 to -1.00. A correlation of +1.00 indicates a perfect relationship such that knowledge of a person's standing on one measure gives us exact knowledge of where he/she stands on the other, while a correlation of .00 represents a situation where one measure gives us absolutely no indication of where he/she will fall on the other.

Criterion

Some indicator of performance on the job, or possibly in a training program, that we accept as showing how successful each person has been and use as the end result to be predicted by a test or battery of tests.

Cross-validation

The testing out of a set of items or a system of test weights derived from one sample of individuals upon a new sample, to see to what extent the procedure retains its validity with new and independent data. Cross-validation is especially important when items or test weights have been chosen from a large number of possible alternatives and when the original sample was small.

Decile

Score value below which a specified number of tenths of the cases fall. The first decile is the score value below one tenth or ten percent of cases fall. The fifth decile is the same as the median, or the 50th percentile.

Deviation

The difference between a score and some reference point, usually the arithmetic mean. If the mean is 20 and a score is 40, the deviation of that score from the arithmetic mean is + 20.

Deviation IQ

A type of standard score in which the mean is set at 100 and the standard deviation is set at 15 or 18. These values were chosen because they corresponded approximately to those obtained on the Stanford-Binet using the ratio of mental age to chronological age.

Diagnostic test

A test that is sharply focused on some specific aspect of a skill or some specific cause of difficulty in acquiring a skill, and that is useful in suggesting specific remedial actions that may help to improve mastery of that skill. Diagnostic tests may be contrasted with survey tests, which give a general appraisal of an area of achievement.

Difficulty index

A numerical value used to express the difficulty of a test item. In the United States, the difficulty index (more logically called a "facility index") is usually the percent getting the item correct.

Discrimination index

An index to show how sharply an item differentiates between the more and less able examinees. Various indices have been used, but a simple index which is practical for classroom teachers is among those in the top and the bottom quarter in total score on the test or on some other measure of the trait appraised by the test.

Dispersion

The degree to which scores spread out. The common measures of dispersion are the semi-interquartile range and the standard deviation.

Distractor

A term sometimes used to designate the incorrect response options provided in a multiple-choice item.

Equivalent form

One or two more forms of a test that have been built to the same specifications to measure the same attributes, and that consequently have approximately the same statistical characteristics.

Error of measurement

The amount by which any specific measurement differs from the individual's hypothetical "true" score in the quality being measured. Since no measurement procedure is perfectly exact, each has included in it some component of error.

Expectancy table

A table showing, for each level of a predictor test, the frequency of different levels of success in some outcome variable.

Face validity

The reasonableness or plausibility of test tasks, from the point of view of the person being tested in terms of what he/she considers that the test is measuring.

Forced-choice (item)

A pattern, used in both self-description and rating of others, in which the individual is required to select one of a set of statements as most descriptive (and perhaps another as least descriptive). In preparing the sets of statements, the attempt is usually made to have all the statements in a set approximately balanced for acceptability or desirability, but quite different in what they signify about the person.

Frequency Distribution

Arrangement of a set of scores for a group of individuals in which the possible score values are arranged in order from high to low, and the number of persons receiving each score is indicated. Sometimes the score values are grouped by three's, five's, or some other convenient grouping.

General intelligence test

A test of ability to deal with problems of various types involving ideas, symbols, and the relationships between them. Existing tests are primarily measures of abstract intelligence. Intelligence tests are usually considered measures of aptitude and are contrasted with measures of special aptitudes on the one hand and with measures of achievement on the other.

Grade equivalent

A score conversion in which a test score is assigned the grade value for which that score is the average score.

Halo or halo error

As applied to ratings, the terms refer to the tendency of raters to base evaluations of a person being rated upon general favorableness toward that individual and not to differentiate degree of possession of specific traits.

Intelligence

Intelligence is a difficult term to define with any precision. The term used in testing corresponds rather closely to general usage. Most tests are limited to abstract intelligence, that is, the ability to solve problems involving ideas and symbols.

Intelligence quotient (IQ)

An index for expressing the results of an intelligence test. The intelligence quotient is an indicator of the individual's standing in relation to his/her own age group. Originally, quotients were computed by the ratio

$$100 \quad \frac{\text{Mental Age}}{\text{Chronological Age}}$$

Currently, practically all intelligence quotients are standard scores, designed so that the average individual receives an intelligence quotient of 100, and the standard deviation in the group is 15 or 16.

Interest

A tendency to prefer or engage in a particular type of activity. Interest tests tend to focus on occupational and educational interests, and to assess them through the individual's selection of activities in which he/she would like to engage.

Internal consistency

Degree of relationship among the items of a test, that is, the extent to which the same examinees tend to get each item right. Measures of reliability based upon a single testing are really measures of internal consistency.

Ipsative test

A test yielding multiple scores, in which the sum of scores for all individuals is the same, so that an individual who is high on some scales of the test may be low in others. A test in which the individual's profile is expressed in relation to his overall average, rather than in relation to some outside group.

Item analysis

Study of the statistical properties of test items. The qualities usually of interest are the difficulty of the item and its ability to differentiate between more capable and less capable examinees. Difficulty is usually expressed as the percent getting the item right, and discrimination as some index comparing success by the more capable and the less capable students.

Kuder-Richardson reliability

Reliability estimated from data available from a single test administration, using the average score on the test, its standard deviation, and difficulty indices for the separate items.

Median

The score value that separates the upper half of a group from the bottom half. Exactly 50 percent of the group fall above the median, and 50 percent below.

Mental age

An age equivalent of an intelligence test. The mental age corresponding to a given score is the chronological age at which that score is an average score.

Mode

The score value that occurs most frequently in a given set of scores.

N

Symbol used to represent the number of cases in the group being studied.

Normal Distribution

The frequency distribution corresponding to a particular mathematical model derived on the assumption that the final score is the result of many small independent contributing factors. The distribution is bell-shaped, that is, symmetrical with a piling up of cases in the middle, steep shoulders, and flat tails. The normal distribution is often assumed to apply to human abilities and achievements.

Normative test

A test in which the individual's performance is expressed in relation to that of some norm or reference group, as contrasted with an ipsative test.

Norms

Norms constitute frames of reference for the interpretation of test scores. They are based on the actual performance of groups of specified types. Norm groups are selected in terms of age, school grade, or occupational grouping, depending on the purpose for which they are to be used. The score for an individual is given by expressing it as an age equivalent, grade equivalent, percentile, or standard score.

Objective test

A test made up of items each of which has one, or at most a few, acceptable responses, and in which the acceptable responses have been agreed upon in advance so that they can be scored by machine, or by a routine clerk, from the answer key. Often, the form involves selection of the answer from alternatives that are supplied to the examinee.

Percentile

The score value below which a specified percent of cases falls. Thus, the 60th percentile on an examination is the raw score below which 60 percent of examinees fall.

Percentile band

A range of percentile values within which the true percentile for an individual may be expected to lie. Usually the band extends one standard error or measurement above or below the percentile rank corresponding to his/her obtained score.

Percentile norms

A system of norms based on percentiles within a specified reference group.

Percentile rank

For a given score value, the percent of cases falling below that value.

Performance test

A test, most often an intelligence test, in which ability is evaluated in terms of something the individual does rather than something that he/she says. Tasks included are such things as mazes, formboards, block-building, etc. Also includes performance measures of achievement, such as a typing test.

Personality test

Tests of personality undertake to appraise the individual's typical or habitual way of acting, as distinct from his/her ability to perform.

Power test

A test given wtih ample time, and designed to appraise how well the individual can perform, rather than how fast he/she can work.

Practice effect

The systematic change in scores on a test, ordinarily a gain, resulting from previous practice with the test.

Proficiency test

Measure of current level of skill in some aspect of a job or of an educational program. The term is used with almost the same meaning as achievement test, but with somewhat more implication of a job-oriented skill.

Profile

Graphic representation of a set of scores for an individual, organized so that the high and low scores can be identified. In order for scores to be meaningfully displayed in a profile, they must be converted to some common score scale, such as standard scores or age or grade equivalents.

Projective test

A testing situation in which the individual perceives or manipulates some relatively unstructured stimulus material, and then a clinician makes interpretations of personality based upon the structure that the examinee imposes on the material.

Quartile

A score value that separates one quarter of a group from the next. There are three quartiles. The first or lower quartile separates the lowest quarter of the group from the upper three-fourths. The second quartile is the same as the median. The third or upper quartile separates the top quarter of the group from the rest.

Random sample

A sample of cases drawn from some larger population in such a way that every member of the population has an equal chance of being drawn for the sample.

Range

The range of a set of sources is the difference between the highest and the lowest scores in the set.

Raw score

A score expressed in the units in which it was originally obtained, that is, pounds, inches, or points on a test.

Reliability

The accuracy or precision with which a measure based on one sample of test tasks at one point in time represents performance based on a different sample of the same kind of tasks or a different point of time or both. Accuracy may be expressed by a reliability coefficient or by the standard error of measurement.

Reliability coefficient

The correlation coefficient between two equivalent measurements. The measurements may be two applications of the same test, or the application of two equivalent forms of a test.

Semi-interquartile range (Q)

One half of the difference between the upper and lower quartiles. The semi-interquartile range provides an index of the variability of a set of scores.

Skewness

Tendency of scores to pile up at one end and stretch out at the other end of a distribution of scores.

Spearman-Brown Prophecy Formula

Formula for estimating the reliability of a complete test from the correlation between equivalent halves of the test. The formula has been generalized to permit estimating the reliability of a test of any length of the reliability for some specific length is known.

Split-half reliability

Reliability estimated by dividing a test into two half-length tests, scoring these and getting the correlation between them, and then estimating correlation for the full-length test using the Spearman-Brown Prophecy Formula.

Standard deviation

A measure of the variability or spread of scores in a group. The standard deviation is the square root of the average of squared deviations from the arithmetic mean of the group. The standard deviation provides the unit in terms of which standard scores are expressed.

Standard error of measurement

The standard deviation of the distribution of errors resulting from the application of a particular measurement procedure. A measure of the size of errors that are likely to result, expressed in the same units that were used for the original measurements.

Standard score

A score expressed in terms of standard deviations above or below the arithmetic mean of the group. Standard score scales differ, depending upon the numerical value assigned to the mean and to the standard deviation. Thus, in a standard score system in which the mean was assigned a value of 50 and the standard deviation a value of 10, a score falling half a standard deviation above the mean would receive a value of 55.

Standard score norms

A system of test norms in which a test score is transplanted into a standard score within a specified reference group.

Standardized test

A test that has been published for general use. The most distinctive feature of a standardized test is a set of norms based on some general reference population, but other usual features include selection of the items on the basis of preliminary tryout and analysis, standard directions for administration, and a manual for providing various types of statistical evidence about the test.

Stanine

The value assigned to an individual's score is a score system in which the mean is assigned a value of 5 and the standard deviation a value of 2. Stanine scores provide a single digit standard score scale that is simple and convenient to use and that minimizes the apparent importance of small score differences.

Test-retest reliability

Reliability estimated by giving the same test on two occasions and finding the correlation between the scores for the two administrations. Since the test is unchanged, differences from test to retest reflect change or inconsistency of the individual from one occasion to another.

Obtained from: Measurement and Evaluation in Psychology and Education by Thorndike and Hagen.

Suggestions for Interpreting Test Results

1. Never make a direct prediction of interest, aptitude, outcome, etc. when interpreting test results. For example, say, "The results of this test show an interest in the following _____." Do not say, "This test shows that you should be a _____."

2. Try to achieve at least a 50-50 verbal conversation between you and the student.

3. Explain what the test measures. Emphasize that students will not receive a grade. The test consists of information about the student; therefore, right or wrong answers are not possible.

4. When interpreting test results to special needs students, whether their handicap is physical or mental, never assume an absolute in a student pursuing and obtaining a specific occupation. You should emphasize, however, that a particular occupation's job tasks may be more difficult because of the student's particular handicap. In most cases, it is appropriate to mention several occupations that are similar.

5. Study the test manual and, if possible, take the test yourself so that you will be prepared to answer any questions the students may have.

Determining Career Assessment Instruments to Utilize

Many career assessment instruments have been developed during the last ten years. With so many on the market, it is difficult to determine which ones to purchase. Several variables must be considered when choosing career assessment instruments:

Does it measure what you want it to measure?

To what student population is it geared?

Is the reading level appropriate for your students?

Is the price of the test within your budget?

Is the length of time required to take the test adequate?

Is the test necessary for assisting students with career decision-making?

Although the essential elements for both occupational investigation and occupational exploration specify certain traits to be appraised either formally or informally for a thorough self-appraisal, other traits may need to be evaluated in order to assist some students in career decision-making. For example, if you are responsible for assisting in the vocational assessment of special needs students (discussed in the following sections), you will need to know the availability of instruments that may be utilized in a vocational assessment. Therefore, the following annotated bibliography of career assessment instruments not only includes instruments that may be utilized in the Occupational Orientation program, but those that may be needed to conduct a vocational assessment as well.

Annotated Bibliography of Career Assessment Instruments

The following charts briefly review many of the career assessment instruments capable of being used in the Occupational Orientation programs and in vocational assessments. These reviews give only very basic information; a more comprehensive understanding of each of the assessment instruments should be obtained by writing or calling the appropriate author/publisher. The following abbreviations are used in the test review charts:

I = individual
G = group
H = hand
M = machine
N/I = No information available
C = computer

INSTRUMENTS TO MEASURE INTERESTS

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Becker Reading Free Vocational Interest Inventory	Elbern Publish. Columbus, Ohio (614) 235-2643	$24	Identify areas of vocational interest at the non-skilled and semi-skilled level	Non-reading, picture format; student identifies pictures of certain jobs	G/I	20'	H	EMR grades 9 - 12		1981 revisions combines test for both sexes. Price quoted includes 20 test booklets. Sample sets are available
California Occupational Preference Systems (COPS)	Educational and Industrial Service, (EDITS), P.O. Box 7234 San Diego, CA 92107 (619) 222-1666	$36.25	Assist in career decision making at junior high school age and above	168 items; student indicates & like or dislike of the jobs represented	G/I	20'-30'	H/M	Jr. high and above		Client scoring format available; price quoted includes 100 answer sheets and 25 reusable books
Career Assessment Survey Exploration (CASE)	America Assessment Corporation P.O. Box 1125 Gardendale, AL 35071 (205) 631-3339	$430	Occupational interest inventory; age 14 and above	Audio/visual presentation	G/I	45'	H	School age populations		Distributed in Texas by Bonnie Krause (214) 991-5252; price includes audio/visual materials
Individual Career Explorations (ICE)	Scholastic Testing Service, 480 Meyer Road, Bensenville, IL 60106 (312) 766-7150	$6	Interest inventory of jobs; choice, decision level, and job values attained; grades 3-12	Picture and verbal form; student indicates degree of choice	G/I	20'	H	None		Price quoted is for specimen set. Starter set available for $48.75

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Kuder General Interest Survey	Science Research Associates, Inc. 155 N. Wacker Dr., Chicago, IL 60606 (312) 263-3301	$62.30	Assess vocational interest of students in grades 6-12	Paper and pencil formal yielding scores on 10 scales	G/I	40'	M/H	Grade norms		Price quoted is for 20 students and scoring by SRA. If scored by instructor the price drops to $33.05
Occupational Aptitude Survey and Interest Schedule (OASIS)										See performance aptitude sector
Ohio Vocational Interest Survey Second Edition (OVIS II)	Psychological Corporation 757 Third Ave., N.Y., NY 10017 (216) 234-5300	$24	Assist students in educational and vocational planning. Grades 7 and up	253 job activities rated on a Likert scale by the student	I/G	30'-45'	H/M	By sex		Price includes 35 test booklets
Program For Assessing Youth Employability Skills (PAYES)	Cambridge, The Adult Education Company, 888 Seventh Avenue, N.Y., NY 10106 1-800-221-4600	$40	Measurement of attitudes, knowledge, and interest of disadvantaged youth in vocational area	Give in small groups, no reading required, students mark in test booklet	I/G	1 to 2 hours	H	N/I		Users guide may be obtained for $12. Aids the educator in helping the student find an entry-level job

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Vocational Interest and Sophistication (VISA)	(614) 294-5164		Measure interest and knowledge of jobs at the unskilled and semi-skilled level; use with low level students	Reading free picture instrument	I	30'-60'	H	By sex		Graphic conversion to percentiles available
Wide Range Interest Opinion Test Revised (WRIOT)	Jostok Assessment Systems, Inc., 1526 Gilpin Ave., Wilmington, DE 19306 (302) 652-4990	$39	Vocational choice on 18 groups. Age 5+, EMR, TMR, Deaf, ED, LD	Students choose pictures in a spiral bound booklet indicating preference of occupation	I/G	30'-40'	H/M	None for grades kgn-7, 9, 12		Price quoted is for specimen set. Other materials available, filmstrip cost is $85
Self-Directed Search	Consulting Psychologists Press, 577 College Avenue Palo Alto, CA 94306	$1.00 per copy includes copy of Occupational Finder	Interest characterized by resemblence to six personality types	Students mark in test booklet	I/G	30'	H	High school students		Low reading level. Students can obtain score. Predictions of vocational choice, competence, social behavior can be measured using results and Occupational Finder, can match interest to list of occupations.

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Career Awareness Inventory (CAI)	Scholastic Testing Service Inc., 480 Meyer Rd., Bensenville, IL 60106 (312) 766-7150	$5	Assess overall occupational awareness of the individual and effectiveness of instructional programs; grades 3-6, 7-12	125 items for the elementary level, 133 items for the advanced, seven scores given	I/G	50'-80'	M/H	7th-12th		Listed price is cost of a specimen set; specify level when ordering
Gordon II Occupational Checklist	Psychological Corporation, 4640 Harry Hines Blvd. Dallas, TX 75235 (214) 634-7811	$20	INTEREST checklist covering 240 jobs. Grades 8-12, adults	Checklist of jobs in six broad categories and and corresponding to the D.O.T.	I/G	20'-25'	H	N/A		Useful in individual and group counseling. Low vocabulary level and useful with LEP population, etc.

INSTRUMENTS TO MEASURE APTITUDES

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Armed Services Vocational Aptitude Battery (ASVAB)	U.S. Military Enlistment Processing Command, Ft. Sheridan, IL 60037	Free	Help understand self; for use in vocational and career planning; high school age and up	Paper and pencil testing format	I/G	135'-180'	M	By sex and grade		Service provided by armed service recruiter; forms 1, 2, and 5 designed for civilian use; limited validity data
Bennett Mechanical Comprehension Test	Psychological Corporation, 757 Third Ave., N.Y., NY 10017 (216) 234-5300	$28.50	Assessment of mechanical reasoning level	Students respond to questions pertaining to a series of pictures	G/I	30'	H	By grade		Cost quoted is for a package of 25 plus scoring key
Career Ability Placement Survey (CAPS)	Educational Industrial Testing Service P.O. Box 7234 San Diego, CA 92107 (619) 222-1666	$54	Measurement of aptitudes keyed to entry requirements of jobs in 14 occupational clusters; 8th grade up	Paper and pencil testing format	G/I	40'	H/M	N/I		Good reading skills required price includes 30 self-scoring answer booklets
General Aptitude Test Battery (GATB)	Contact Local State Employment Agency	N/A	Measures aptitudes needed for occupational success; grades 9 and above	Paper and pencil testing format	G/I	48'	H/M	Employed workers		Certification needed; requires simple calculations; a non-reading battery is available

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Minnesota Clerical Test	Psychological Corporation 4640 Harry Hines Blvd., Dallas, TX 75235 (214) 634-7811	$24	Assess speed and accuracy of clerical task; all ages and levels	Student identifies whether 100 names and numbers are similar or dissimilar	G/I	15'	H	None		Price includes 100 test books
Revised Minnesota Paper Form Board Test	Psychological Corporation 757 Third Ave., N.Y., NY 10017 (216) 234-5300	$12	Measurement of form perception; all ages and levels	Students choose 1 of 5 figures that matches a sample	G/I	20'	H/M	N/I		Price includes manual and key, 25 booklets; timed test
Differential Aptitude Tests	Psychological Corporation 4649 Harry Hines Blvd., Dallas, TX 75235 (214) 634-7811	$60 per package of 35	Battery measuring eight areas. Grades 8-12	Pencil-paper activities for all eight areas	G/I	6'-30' per test Complete battery - 3 hours	H/M	N/I		Career Planning Program is available only when seven of the eight tests have been taken
Occupational Aptitude Survey and Interest Schedule (OASIS)	PRO-ED, 5341 Industrial Oaks Blvd., Austin, TX 78735 (512) 892-3142	$93	Aptitude and interest assessment; sixth grade reading level	Paper and pencil using test booklet and answer sheets	I/G	90'	H	Grades 8 - 12		Cost and length of test includes both the aptitude and interest portions; these sections may be obtained separately on a 30-day trail basis available

TESTS TO UTILIZE IN CONDUCTING A COMPREHENSIVE VOCATIONAL ASSESSMENT

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
APTICOM	Vocational Research Institute Jewish Employment and Vocational Services, 1700 Samson Street, Phil., PA (215) 496-9674	$4640	Measures the same aptitudes as the GATB	Computer generated testing format weighing approximately 27 lbs.	I	45'	Self scoring	N/I		Sales representative in Texas is Dr. Ken Crow in Kyle, TX (512) 268-9781; Is being used extensively with the Job Training Partnership Act
Bennett Hand-Tool Dexterity Test	Psychological Corporation, 757 Third Ave., N.Y., NY 10017 (216) 234-5300	$210	Assess manual dexterity by using hand tools, high school ages and above	Individual uses hand-tools to remove and replace screws, bolts, etc. on a board	I	5'-15'	H	N/A		
Flannigan Aptitude Classification Tests	Science Research Associates Inc., (SRA) 155 N. Wacher Drive, Chicago, IL 60606 (312) 263-3301	$29	Assessment of abilities relating to skilled and professional jobs in 30 occupations; grade 12 and adult	Paper and pencil test battery	I/G	10'-40' p/test	H	Occupationally related		Price quoted is per package, 25 tests per package

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Purdue Perceptual Motor Survey	Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 (614) 890-1111	$31.45	Measurement of perceptual motor development; ages 6-10	Various motor activities such as walking, jumping, drawing etc., are recorded	I	Varies with subject	H	Ages 6-10		Price includes the purchase of the manual and 25 scoring forms, these are sold separately
Vocational Temperment and Aptitude System (VITAS)	Vocational Research Institute, Jewish Employment and Vocational Service, 1700 Samson St., Phil., PA 19103	$9750	Descriptive assessment of functional skills; yields quantitative scores; high school age special needs students	Work sample system format using a hands-on approach to assessment	I/G	Three five hour days	H	Gen. pop.	N/I	Useful in IEP development; price includes reusable hardware, training for one; consumable supplies for 50 students
Comprehensive Occupational Assessment and Training Systems (COATS)	Distributed by Technical Laboratory Systems P.O. Box 218609 Houston, TX 77218 (713) 465-9793	$495 to $4250 per work sample	Assessment of ability to perform job tasks associated with specific occupations; all categories	Audio-visual format detailing instructions and information associated with the work sample	G/I	N/I	H	By work sample: 1. completion 2. performance		Training in the use of COATS is highly recommended by distributor. Published by Prep Inc. of Trenton, NJ

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Jewish Employment and Vocational Service Work Sample System (JEVS)	Vocational Research Institute, Jewish Employment and Vocational Services, 1700 Sampson Street, 9th floor, Phil., PA 19103 (215) 496-9674	$9980	Assess aptitudes and behaviors common to worker trait groups of the D.O.T.; unemployed and physically handicapped	A trait factor approach with 28 work samples	I	4 to 5 days	H	Special needs		Training is required; price includes training for one and two day consultation; consumable supplies average $3.50 per evaluee; length includes all 28 work samples
Micro-Tower	ICD Rehabilitation and Research, 340 East 24th St., N.Y., NY 10010 (212) 679-0100	$8737	Group test measuring aptitudes defined in the D.O.T.; EMR through normal range adolescents and adults	13 work samples detailing five steps in each sample; instructions are tape recorded; a photo book illustrates occupations	G	15-20 hours	H/C	By sex; ethnic group; and disability		Cost quoted is based upon 4 people tested at a time and forms for 100 individuals per work sample
Valpar Component Work Sample System	Valpar Corporation, 3801 E. 34th Street, Tucson, AZ 85713 (602) 790-7141	$785 to $3680	Assess functional skills in the area of vocational development; special needs students	18 work samples; instructions are given orally	I	1 to 6 hours per work sample	H	Disadvantaged and normal populations		All work samexcept for #14 are individually administered

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Valpar Micro-Computer Evaluation and Assignment (MESA)	Valpar Corporation, 3801 E. 34th Street, Tucson, AZ 85713 (602) 790-7141	$10,000	Vocational screening and assessment compares performance to D.O.T. qualifications	Hands-on-computer activities	G/I	3.5 hours	C	Local and universal		Computer generated reports with evaluative summary; cost quoted is for 4 work stations, complete package including computer
Vocational Information and Evaluation Work Samples (VIEWS)	Vocational Research Institute, Jewish Employment and Vocational Service, 1700 Sampson, PA 19103 (215) 496-9674	$9770	Assess vocational potential and work related behaviors of special needs populations	Demonstration and training on work samples, time productivity	I/G	6 hours per day for 1 work week	H	Low level population		Scoring requires 1 hour per work sample; price includes tools for 16 work samples, training for one evaluator and a two day consultation visit
Vocational Skills Assessment and Development Program	Broadhead Garret Comp. 4560 E. 71st Street, Cleveland, Ohio (800) 841-4967	Phase I $6500	Continuous program from initial assessment through training and placement; special needs populations, age 12 to 20	A variety of assessment instruments are included; also 1. Learner data sheets 2. Social and personal adjustment instruments 3. Learner comment sheets 4. Basic skills checklist	I	N/I	H	N/I		Distributed in Texas by the Macon, GA, sales office. Three phases 1. Preliminary assessment 2. Vocational assessment 3. Skills development

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
McCarron-Dial Evaluation System	McCarron-Dial Systems, Inc., P.O. Box 45628 Dallas, TX 75245 (214) 247-5945	$1250	Assesses a variety of functional abilities; can be used with non-readers and low IQ individuals	Assessment consists of three broad components: 1. Paper and pencil 2. Visual discrimination 3. Gross motor testing	I	3-4 hours	H/M	Norms for handicapped and normal		Training is required; computer software and adaptation for the visually impaired is available
Minnesota Rate of Manipulation Test	American Guidance Services, Publishers Building, Circle Pines, MN 55014 (612) 786-4343	$167.50	Assess arm-hand dexterity, grade 7 to adult	Manipulation of a wooden disc on a form board	I	20'-	H	N/I		Price quoted is for entire kit; norms for this test have not been reworked since 1957
Minnesota Spatial Relations Test	American Guidance Services, Publishers Building, Circle Pines, MN 55014 (612) 786-4343	$457.50	Assess spatial perceptions; age 11 and up	Four part assessment requiring the transfer of 58 blocks from one board to another	I	20'-30'		Blind high school age Special education Occupational groups		Norms for men, women, grade, etc., are provided; price quoted is for entire kit
Talent Assessment Program (T.A.P.)	Talent Assessment Incorporated, Box 5087 Jacksonville, Fla. 32247 (904) 731-1415	$4050	Assessment of functional vocational aptitudes and strengths; age 13 and above	Battery of perceptual and dexterity test; hands-on activities	I/G	2 hours	H	By age and sex		Price quoted includes a day and a half of required training

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Wide Range Employment Sample Test (WREST)	Jastak Associates, 1526 Gilpin Avenue, Wilmington, DE 19806 (302) 652-1990	$695	Assessment of work productivity on the basis of quality and quantity; age 16 and above; sheltered work shop settings	Ten work samples that have low level tasks	I/G	90'	H	General populations and work shop groups		May be used as a replacement device for sheltered work shop students into work stations; price quoted is without cabinet
Assessment of Individual Learning Style: Perceptual Memory Task	McCarron-Dial Systems, P.O. Box 45628 Dallas, TX 75425 (214) 247-5945	$245	Assess learning styles and processing skills of non-readers and low IQ populations	Conceptual, visual, auditory, etc.; abilities tested by cube manipulation	I	30'	H	By age		Case studies and interpretive guidelines with remedial strategies are provided
Carrels For Hands-on Individualized Career Education (choice)	Career Research Corporation, P.O. Box 151277 Salt Lake City, UT 84115 (801) 266-1441	$550-$2000 per carrel	Occupational exploration and assessment of all ages and levels	Work modules relating to D.O.T.	I	50' periods	N/A	N/A		Fifty carrels total, may be purchased in part. For additional information contact publisher
Prevocational Readiness Test	Valpar Corporation, 3801 E. 34th St., Tucson, AZ 85713	$3680	Assess ability to function in a vocational and/or independent living environment	Divided into 5 subtests ranging from $195 to $1865; each subtest is a hands-on method of assessment	I	N/I	H	Jr. and Sr. High Special Needs	Yes	Training is optional. Useful in determining a student's placement in a vocational program.

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Admin	Length	Scoring	Norm Gp	Mobile	Comments
Project Discovery Prentice-Hall	Prentice-Hall Media, 150 White Plains Rd., Tarytown, NY 10591 1-800-831-5886	$80 to $980	Assessment programs of career exploration all ages and levels	42 career modules relating to actual jobs; hands-on experience	I		H		No	Comparative to D.O.T. worker characteristics described in D.O.T. terms
Singer Vocational Education Systems	Singer Educational Center Systems, 80 Commerce Drive, Rochester, NY 14623 (716) 334-8080	$200 to $3330	Vocational exploration; identification of abilities and tolerance	Audio-visuals used to give step-by-step directives	I	2.5 hours	H	None	No	Thirty-three work samples sold in separate carrels
Social and Prevocational Information Battery (SPIB)	CTB/McGraw-Hill Del Monte Research Park, Monterey, CA 93940 (408) 659-8400	$28.60	Assess skills needed for community adjustment; low level junior and senior high students	Nine orally administered sub-tests	G	15'-25' ● test	H/M	Oregon school children	Yes	Specimen set for $8.25 available companion also
Vocational Interest Screening	VALPAR Corporation, 3801 E. 34th St. Tucson, AZ 85721	$295	A method of helping the evaluee to determine his/her vocational interest and sophistication level	Audiovisual format where work settings on a color slide are depicted and discussed	I	N/I	H	Jr. and Sr. high special needs	Yes	This is subtest 3 of the prevocational readiness test

The time estimated for test length does not include administration or time required to give the instrument. Administration time is estimated to be 1/3 of the actual test taking time. Likewise, hand scoring time can be estimated to take approximately 1/3 of the actual test taking time. For example, a test requiring 30 minutes to take will require 10 minutes of administration and 10 minutes of scoring time, for a total of 50 minutes start to finish. Many work samples, however, will require longer one-to-one evaluation periods.

Users of this review should note that while test prices are current, these are subject to change without notice. Prices quoted often include a specific number of testing booklets, etc., and most publishers have specimen sets or examination sets available at a minimal price. Those assessment instruments using multiple modules, for example work samples, can typically be purchased in part or by complete units. Where applicable, such information has been provided. Please feel free to contact the appropriate publisher, without obligation, for catalogs and bulletins of the instruments which they offer; only by so doing will you, as a vocational educator, be able to evaluate and compare your specific needs to the various assessment tools at your disposal. Additionally, several of the assessment distributors have indicated a willingness to negotiate their services, including prices, thus reemphasizing the importance of educators' using these reviews only as a beginning point in a more formal analysis of the various assessment instruments.

Many career guidance software packages combine assessment and instruction related to career planning. An annotated bibliography of career guidance software is located on pages 253-260 of this handbook. By conducting a thorough self-appraisal, students will be better prepared to develop high school schedules that consist of courses that will be meaningful to the pursuit of their chosen careers.

Teaching Special Needs Students

INTRODUCTION

As a result of The Education for All Handicapped Children Act of 1975 (P.L. 94-142) and, more recently, The Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524), many more special needs students are and will be placed in vocational classrooms. Ironically, not only do vocational teachers not know who special needs students are, they have received very little training in adapting instructional methods and materials to meet the needs of these students. This section will focus on special needs students, why and how they are placed in your classroom, definitions of special needs students, how to adapt instructional methods and materials to fit their needs, and your role in serving on the Admission, Review, and Dismissal (ARD) committee.

SPECIFIC ELIGIBILITY REQUIREMENTS TO RECEIVE FEDERAL FUNDING FOR SECONDARY VOCATIONAL EDUCATION PROGRAMS

Aside from the general eligibility requirements, such as minimum age of 14, interest, aptitude, and ability to benefit from the program, specific criteria must be met by a student to be eligible for vocational education funding set aside for the handicapped student. The first two criteria are that the student must be evaluated through the special education process mandated by P.L. 92-142 and determined eligible to receive special services as a handicapped student. These criteria essentially require that the student satisfy the first two conditions of the P.L. 94-482 definition of a handicapped student: "having been appropriately evaluated for a handicapping condition and having a diagnosed handicap or handicaps."

The student is initially evaluated by a competent, professionally trained person. The Texas State Board of Education (TSBOE) Rules for Handicapped Students specify which trained professionals qualify for diagnosing the various handicapping conditions (TAC 89.211). Usually the vocational director is not involved in these phases of identifying and satisfying the federal definition of a handicap because they normally occur during the elementary school years when children first need special education services.

When a handicapped student is referred for vocational education, generally the first two federally mandated criteria have been met by the above described process conducted by special education personnel. The third criterion, however, requires the vocational educator to assume an active role in helping to determine eligibility for the student's vocational education. Refer again to the third part of the P.L. 94-482 definition of a handicap which states, "who because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program." Just because a student has received special education in previous grades does not mean that the student will need to continue special services once enrolled in a vocational education program. When a special education student is referred for vocational education; it becomes a joint responsibility of vocational and special educators to determine further eligibility for special vocational services to enable the student to succeed in vocational education. Such decisions must be based on the vocational interest and aptitude assessment data that must be collected for each handicapped student prior to entering a vocational education class. These decisions are made in what is often referred to as a "vocational Admission, Review, and Dismissal" meeting.

In summary, it must be demonstrated that the student not only qualifies as having a handicap, but also that the student demonstrates a need for special assistance in vocational education. A student with a recognized handicap may be determined not to need special education assistance in the vocational setting. If this is the case, then the student would not be eligible for vocational

education that is specially funded by set-aside funds. A handicapped student must, therefore, meet all three criteria of the P.L. 94-482 definition of a "handicap" in order for administrators to rightfully use special funding for the student.

DEFINITION OF THE HANDICAPPED STUDENT

Handicapped persons are defined in three different federal laws: Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), the Education of Handicapped Children Act (P.L. 94-142), and the Vocational Education Act as amended in 1976. The Education Code further interprets and clarifies the P.L. 94-142 definition of handicapped students.

It is important that you be aware of the different definitions in order to ensure that educational and administrative services are in accordance with federal regulations. For vocational educators, the definition of a "handicapped student" provided in Title II of P.L. 94-482 will generally be referred to more often than the other definitions simply because of funding purposes. Essentially this definition is the same as the definition in P.L. 94-142. Title II of P.L. 94-482 states that a "handicapped student" is one who has been appropriately evaluated as being:

mentally retarded
hard-of-hearing
deaf
speech impaired
visually handicapped
seriously emotionally disturbed
orthopedically impaired
other health impairments
deaf-blind
multi-handicapped, or
as having specific learning disabilities

These individuals, because of their handicap, require special education and related services; cannot succeed in the regular vocational education program without special assistance; or require a modified vocational education program.

Federal Definitions of Handicapping Conditions Excerpted From P. L. 92-142

DISABILITY	DEFINITION
DEAF	A hearing impairment so severe that it adversely affects students' performances because they find it difficult to process linguistic information with or without hearing aids.
DEAF-BLIND	Simultaneously occurring hearing and visual impairments which cause such

severe communication, developmental, and educational problems for students that they cannot be accommodated in special education programs solely for deaf or blind students.

HARD OF HEARING

A permanent or fluctuating hearing impairment which adversely affects students' educational performance but which is not included under the definition of "deaf" in this list.

SERIOUSLY EMOTIONALLY DISTURBED

A. A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, and adversely affecting educational performance.

   1. An inability to learn which cannot be explained by intellectual, sensory, or health factors;

   2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

   3. Inappropriate behavior or feelings under normal circumstances;

   4. A general pervasive mood of unhappiness or depression; or

   5. A tendency to develop physical symptoms or fears associated with personal or school problems.

B. The term includes students who are schizophrenic, but excludes students who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

SPECIFIC LEARNING DISABILITY

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, manifesting itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, but excludes students who have learning problems which primarily result from visual, hearing, or motor handicaps, from mental

retardation, or emotional disturbance, or from environmental, cultural, or economic disadvantage.

MENTALLY RETARDED	Significantly subaverage general intellectual functioning existing simultaneously with deficits in adaptive behavior, manifested during the development period, and adversely affecting a student's educational performance.
MULTI-HANDICAPPED	Simultaneoulsy occurring impairments, such as mentally retarded orthopedically impaired, which causes such severe educational problems for students that they cannot be accommodated in special education programs for only one of the impairments. The term does not include deaf-blind students.
ORTHOPEDICALLY IMPAIRED	A severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot or absence of some member), impairments caused by disease (e.g. poliomyelitis or bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, or fractures or burns which cause contractures).
OTHER HEALTH IMPAIRED	A. An autistic condition manifested by severe communication and other developmental and educational problems, or B. Limited strength, vitality, or alertness, due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's education performance.
SPEECH IMPAIRED	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, adversely affecting a student's educational performance.
VISUALLY HANDICAPPED	A visual impairment which, even with correction, adversely affects a student's educational performance. The term includes both partially seeing and blind children.

ADAPTING INSTRUCTIONAL METHODS AND MATERIALS FOR SPECIAL NEEDS STUDENTS

Although in developing the Individual Educational Plan (IEP) you will receive advice and assistance from special education personnel, the following are suggestions, by special needs category, for adapting instructional methods and materials for instruction to special needs students.

Mentally Retarded

1. Use unit approaches as instructional strategies. If vocabulary and sentence structure are simplified and concrete illustrations and exercises are provided, research confirms that mildly retarded students can master even relatively complex material.

2. Learning should be programmed in sequence and presented in such a way that the student will learn at a rate compatible with his/her development.

3. Let the student experience success--organize materials and use methods that lead him/her to the right answer.

4. Provide feedback--let the student know when he/she responds correctly.

5. Reinforce correct responses--may be tangible or in the form of social approval and the satisfaction of winning a game.

6. Proceed in a systematic way--let more basic knowledge precede more difficult material.

7. Use minimal change--from one step to the next.

8. Provide for positive transfer of knowledge from one situation to another--help the student to generalize.

9. Provide repetition to experiences learned--mentally retarded children seem to require more repetitions of an experience in order to retain it.

10. Don't confuse the student--associate a given stimulus or cue with only one response in the early stages of learning.

11. Limit the number of concepts presented in any one class period.

12. Arrange materials in a way that will keep the students' attention.

Visually Impaired

1. Concreteness--he or she must be presented with concrete objects that can be touched and manipulated.

2. Unified experiences--actual concrete experience can be unified by using sequencing and explaining the sequencing.

3. Learning by doing--it is necessary to initiate self-activity because objects do not attract blind children. Their ability to listen, relate, and remember must be developed to the fullest.

4. Lamps and rheostats--with variable intensities and positioning, lamps can provide the additional or dimmed illumination that a visually handicapped child may require.

5. Large-type books--often provided by the Commission for the Blind.

6. Raised line paper (writing paper, graph paper, etc.)--raised line paper allows a student to write script "on the line" or to maneuver a graph either by placing markers onto the graph paper or by punching holes.

7. Cassette tape recorders--children use the recorder to take notes, listen to recorded texts, or to complete assignments.

8. Talking calculators--a hand-held calculator that speaks each entry and result; earphones are available.

9. More time--extra time will frequently be needed to complete assignments and exams. Allowing time and a half is usually considered acceptable.

Hearing Imparied

1. Always either write directions on the board or on assignment sheets.

2. If a child is skilled in lip reading, face the child when speaking.

3. If audio methods are used to supplement instruction, construct a written synopsis of the important points covered.

4. Place the student at the front of the room.

5. Assign a student to provide peer tutoring.

In addition, you should realize that a mild to moderate hearing loss will hinder a student's ability to understand language concepts and structure. Emphasis on remediation in language development should occur in the resource room; however, you should be aware of this problem in developing grading procedures.

Emotionally Disturbed

1. Seek the assistance of the school counselor and/or school psychologist in determining methods to cope with deviant behavior.

2. Be warm and empathetic--trust is important in establishing a relationship.

3. Problem-solving skills should be taught.

4. Utilize operant conditioning--record keeping in the behavior modification process is suggested to test the stability of a pattern of behavior.

Learning Disabled

1. You cannot plan education strategies until a student has been diagnosed and the type of learning disability identified.

2. Gear instructional methods to the sense or learning style by which the student learns best.

3. Lessons should be broken into component subskills, allowing the student to master elements of the task and then synthesize the elements or components into the complex level required of the total task.

ADMISSION, REVIEW, AND DISMISSAL (ARD)

When an identified student who has been receiving special education services is referred for secondary vocational education placement, an Admission, Review, and Dismissal (ARD) Committee is formed. This committee is sometimes referred to as the vocational ARD or VARD because one of its main purposes is to determine eligibility for appropriate vocational program placement. The ARD committee meets every year, usually in the spring, to plan the student's individualized education for the following school year. The existence of the vocational ARD Committee, its functions, and procedures are prescribed in P.L. 94-142, reiterated in P.L. 94-482, and clarified in the SBOE Rules for Handicapped Students, TAC 89.221.

By law, the potential receiving vocational teacher must assume an integral role on this committee. The vocational teacher's presence, as well as a vocational administrator's presence in the ARD meeting is emphasized here even though there are other members of the team because, historically, the teacher, perhaps the most important member, has been consistently excluded from the meeting.

The vocational ARD Committee is composed of a combination of special educators, a school administration representative, vocational educators, the parents, and student. Other persons may also attend the ARD meeting at the discretion of the school district, parents, or student, but they may not vote in determining its actions. The SBOE Rules for Handicapped Students, TAC 89.221 clearly identifies each of the voting members. They are:

1. A representative from the local school district administration or a qualified and authorized designee as approved by the superintendent.

2. A representative from instruction. This representative may be either:

   a. the student's current special education teacher; or

   b. an appropriate regular classroom teacher for those students expected to receive academic instruction in regular education.

   c. for initial placements for pre-school students and for severely handicapped students, the representative from instruction shall be an appropriate special education teacher.

3. The student's parent or designated representative under the following conditions:

   a. if the student is under 18 years of age; or

   b. if the student is 18 years of age or older and has been judged by an appropriate court of law to be incompetent to manage personal affairs or has relinquished rights to parents in writing.

4. The student, when appropriate.

5. A representative from the special education assessment team who shall be included for initial and three-year reevaluation ARD committee meetings, and as needed for ARD committee annual or special reviews when there is reason to suspect that assessment issues will be included in the ARD committee's deliberations. For students considered as only speech handicapped, the speech therapist may serve as the representative from assessment.

6. A professional, certified in the education of the visually handicapped, when a visually handicapped student is being considered.

7. A professional, certified in education of the deaf when an auditorally handicapped student is being considered.

8. The vocational administrator or designee from vocational education and the vocational teacher who will instruct the student shall be members of the ARD committee when the committee is considering placement in vocational education programs. At local district discretion, the participation may be delegated as follows:

   a. The vocational administrator or designee from vocational education shall participate when reviewing vocational assessment data including signed recommendations for vocational program placement and when planning for appropriate vocational program placement.

   b. The vocational administrator or designee from vocational education and the teacher who will instruct the student shall participate when finalizing the placement in a vocationally specific program and developing the IEP.

9. A professional representing the Language Proficiency Assessment Committee (established under Texas Education Code 21.462) when a student of limited English proficiency is being considered.

10. Each ARD committee must include at least one representative from special education.

The ARD Committee Meeting

When a special education student is being considered for placement in a vocational program, the vocational administrator or vocational designee, and the vocational teacher in whose class the student is being considered for placement automatically (by law) become voting members of the vocational ARD committee. Oftentimes, you, as the occupational investigation or occupational exploration teacher will be asked to serve as the vocational designee if one of your students is planning entrance into a vocational program because you have had the opportunity to observe the student while working in a variety of occupational areas and a thorough self-appraisal has occurred in your program. In addition, because Occupational Orientation is a vocational program, if a student who is classified as handicapped is being considered for placement in your program, you should be a participating, voting member of the vocational ARD committee. The reasoning behind this decision includes:

1. You will be able to receive important first-hand information about the student, such as vocational assessment data, past performance, special teaching recommendations and safety precautions, vocational goals, etc.

2. You will be responsible for providing the appropriate learning environment and carrying out the vocational IEP goals and objectives.

3. Attendance at the ARD meeting will be your first and perhaps last opportunity to ask questions of the ARD committee about the student before being faced with the student in the classroom.

4. With your knowledge about the vocational program, you will be able to relate better than anyone else the program's entrance criteria, safety precautions, and special considerations which should be thoroughly explored before a final decision is made on placement.

When a vocational teacher and administrator are assigned to an ARD committee, they both have a legal responsibility to the handicapped student to help determine if the selected vocational program is an appropriate vocational placement and, if so, then to assist in developing the student's Individual Educational Plan (IEP). Although the vocational ARD meeting can be lengthy, involved, and time-consuming, attendance at the meeting can be a rewarding opportunity for you to help shape the career development of the student and to acquire a greater understanding of the student's needs, contribute meaningful input into the program planning process, and gain increased communication with other educators. Before the vocational ARD committee meets, you (and the administrator) will want to be prepared to adequately meet this responsibility. Doing some preliminary research and planning will certainly make you an active participant at the meeting and will eliminate any feelings of being "dumped on" and fear of the unknown needs, interests, and performance labels of the student.

The following are suggestions which may help you prepare for an ARD meeting:

1. Review the overall student goals and performance objectives of your program.

2. Analyze each of the tasks which you teach. Break down each task into specific steps and determine the work tolerance and aptitudes of each step into academic, social, and physical skills. The academic skills will include math, language, word recognition, or reading skills. The social skills will include all those work habits necessary for getting along with others and conducting a thorough self-appraisal, while the physical aptitudes are those required to actually perform each task, such as gross motor skills, fine motor skills, grasping and holding objects with one or two hands, lifting (weight) or moving (distance), and reaching (height and direction).

3. Become familiar with the student's interests and aptitudes, as each relates to general work readiness, by reading the student's vocational assessment report and by

talking with the student's special education teacher, special education and/or vocational counselor, parents, and the student. Specific information on performance functioning levels that you will want to know is:

Intellectual--Can the student handle two- or three-step directions, or are one-step directions needed? Does the student require concrete versus abstract instructions? Does the student understand and follow safety rules?

Social--How does the student relate to peers and authority figures? Can the student work independently, maintain reasonable attendance and punctuality? Is the student neat, consistent, and accurate?

Educational--What are the student's reading and comprehension levels? What are the student's math and spelling skills? Is the student bilingual? What is the student's level of career awareness?

Self-concept--How does the student see self? What is the student's attitude toward the handicapped? What are the student's expectations toward self and are they realistic?

Health and Welfare--What are the medical implications of the student's disability? Does the student take medication? What is the student's physical stamina, strength, and variety of manipulative tasks?

Learning Style--Does the student learn best by verbal, written, or hands-on presentations or a combination of these? How does the student process and retain informaiton? Are many repetitions needed?

Problem Solving Style--Does the student learn by trial and error? Is the student persistent or easily frustrated; independent or dependent on help?

Motivational Cues--What are effective and ineffective reinforcers for the student?

4. Informally meet the other members of the ARD committee. Explain your vocational program goals and objectives. Discuss your thoughts concerning placement of the student into the vocational program, curriculum modifications that might be needed, and possible alternative suggestions for placement.

5. Write down some suggested annual goals and short-term objectives in the event the student is placed in the vocational program. Doing this may save time in developing the IEP and help prevent some objectives from being overlooked at the ARD meeting.

6. Take all the information that you have gathered to the ARD meeting so that you may actively participate in the decision-making process.

A well conducted ARD meeting will include the following events. Introductions and recognition of each committee member will be extended, especially to the parents whose participation and opinions are vital to the meeting. First, the educational diagnostician will probably discuss the student's present levels of functioning. Information from the vocational assessment report will also be reviewed either by the diagnostician, vocational counselor, or someone else who is familiar with the vocational assessment procedure. Note that effective with spring 1983 ARD meetings, if vocational assessment data are not available, no ARD meeting nor subsequent placement into a vocational class should take place. During these discussions of the student's assessment information and present levels of functioning, the vocational teacher will have an opportunity to ask any questions concerning the student's career awareness, safety, performance skills, etc.

Making the Vocational Placement Decision

The ARD committee discussions will focus on the future educational placement of the student. Don't be afraid to share with the committee your thoughts concerning the student. Feel free to make both career and academic educational recommendations. If you have concerns for the student's best interest or safety and the well-being of other class members, suggest alternatives such as a 60- or 90-day trial period in the vocational program.

Sometimes an ARD committee's decision on the most appropriate program placement is extremely difficult to reach. A decision not to accept a student in an Occupational Orientation program should be based on the factor that no reasonably obtainable goal and objective for the student can be agreed upon for the program. If you are serving as the vocational designee on the ARD committee, and since you have most likely had the student in your class, you will be asked if a student's irreversible mental and/or physical disabilities are of such a nature that he/she will never become employable in any of the specified vocational program's addressed occupational jobs, despite provisions for the most intensive training and modifications. You, as the vocational designee, and the vocational teacher in whose program the child is being considered for placement should discuss the student's strengths and weaknesses as they relate to the goals and objectives of the vocational program.

In order for a vocational teacher to make an informed placement decision for the handicapped student, the teacher needs to be acutely aware of the specific aptitudes and other minimum skills required for entry-level jobs in the particular vocational area. Aptitudes, which are natural abilities or talents, are necessary to learn or adequately perform a task or job duty. Aptitudes include clerical perception, motor coordination, finger

dexterity, eye-hand-foot coordination, and others. They are considered to be those abilities which cannot be taught. All students have strengths and weaknesses in various aptitudes. While the vocational teacher will be able to relate those aptitudes required of entry-level jobs taught in the vocational program, the vocational assessment report will include a description of the student's strong and weak aptitudes. A part of the placement decision will depend on the matching of the student's strengths in aptitudes and interests with those required for employment in a vocational area.

For example, assessment information might indicate strengths in lifting, carrying, and gross motor skills, but weaknesses in fine motor coordination and dexterity. Provided the student's vocational interests lie in the area, the student might be more appropriately placed in a training program emphasizing retail stocking as opposed to welding. Vocational placement of a student that does not tap into the student's existing strengths in aptitudes, but rather demands an expected level of performance of identified weak aptitudes could easily set up the student for failure and ultimately waste some of the student's valuable vocational training years.

A student should not be denied access to a vocational program because of the inability to learn information and skills in the same amounts and rates as other students in the program. Such reasons as low reading and math levels, less than a C average, extra time required to teach the student which leaves less time for other students, inability of the student to pass licensing requirements, etc., are vague and do not concretely address why a student should not be placed into a vocational program area. Furthermore, the expected level of achievement of a program's current objectives should not be viewed as a constraint on the placement decision. Many occupations have within the total occupational cluster a group of tasks that a student with limited capacity could perform without being expected to progress to the most technical skills of the job. The attainment of the lesser skill group of tasks of a particular occupation would enable the special needs student to become a permanently employed, self-sustaining wage earner in the community. Based upon this concept, programs should be modified in terms of current expected achievement levels to incorporate a sequence of job entry levels of varying expectancies to accommodate persons with varying capabilities.

Another point to consider is that the availability of vocational programs or training facilities within the school system is not to be viewed as a constraint for the proper program placement of handicapped students. Under P.L. 94-142, the local school is responsible for providing the training called for in the IEP either through establishing a special program in school or contracting with an appropriate agency outside the school system through which the training will be provided. In Texas, such contracting may occur with sheltered workshop and job training facilities such as Goodwill and Mental Health and Mental Retardation (MHMR).

When placing students into vocational education through the ARD process, consideration should be made both for the need of the handicapped student and for maintaining credibility of a regular vocational program. To truly retain the mainstream approach, handicapped students should be placed in the regular program or class in small numbers. The proportion of handicapped students in each class should not exceed that of the total school population. Vocational education programs should serve handicapped students, but these programs should never be allowed to lose their identity as regular vocational education programs.

The Individual Education Plan (IEP)

As the vocational placement of the student is formulated, the IEP begins to develop. The acronym, IEP, refers to the "individualized education program" in federal terminology or the "individual education plan" as often found in Texas terminology. In either case, the definition of an IEP is the same. An IEP is a written statement for a handicapped child that is developed and implemented in accordance with regulations that are further specified in the P.L. 94-142 law. The IEP benefits both teachers and students by providing a comprehensive plan for the delivery of educational services, instruction, and responsibilities. The contents of an IEP are identified in P.L. 94-142 and clarified in the SBOE Rules for Handicapped Students, TAC 89.223.

The development of the IEP is the initial step in programming for the handicapped student. The IEP must be cooperatively developed by members of the ARD committee. The IEP should contain information useful in providing classroom instruction such as the student's strengths and weaknesses, provided by special education representatives, and goals and objectives for the specific vocational program, provided by the vocational teacher who will instruct the student.

The annual goals established for the student describe the skills and knowledge the student will acquire over the years. The short-term objectives are linked to annual goals identifying tasks to be learned by the student in order to accomplish the annual goal. The vocational teacher is responsible for identifying any modified objectives consistent with the student's needs and updating objectives as necessary. The IEP is a teaching tool and, therefore, the vocational teacher will want to have a copy of the IEP pertaining to his/her program so that it can be ready to be used and updated when necessary.

Contents of an IEP as Outlined in

SBOE Rule 89.223

A. The individual educational plan developed by the admission, review, and dismissal committee for each student shall include all of the elements required by federal regulations and the following additional information.

1. A statement of the student's present competencies taken from the assessment data. This brief statement shall include:

   a. competencies of the student in academic content areas or developmental skills, when appropriate;

   b. physical abilities and disabilities which would affect participation in instructional settings or in physical education;

   c. behaviors which affect educational placement, programming or discipline; and

   d. skills which may be prerequisite to participation in vocational education, when appropriate.

2. Annual goals, which a student may reasonably be expected to accomplish shall address the educational priorities for the student.

3. Short-term instructional objectives, which are measurable intermediate steps designed to lead to achievement of the annual goals, shall be included. While these objectives will be more specific than the annual goals, it is not intended that they be as specific as the teacher's daily or weekly lesson plans for the student.

4. The IEP shall specify the following:

   a. amount of time to be spent in each setting;

   b. position responsible for each specific education related service to be provided;

   c. modifications necessary for the student to be successful in the regular, remedial, or supportive programs, if any; and

   d. a schedule for evaluating the progress of the student.

5. Signatures of the committee members present and an indication of each member's agreement or disagreement with the decisions of the committee. Decisions must be supported by at least a majority of the required membership of the ARD committee.

B. For visually handicapped students, the IEP shall also include content required in Texas Education Code 11.052(e).

C. For autistic students, the IEP shall also address the following items in addition to the requirements stated in subsection (a) of this section:

1. extended educational programming;

2. daily schedules reflecting minimal unstructured time;

3. in-home training or viable alternatives;

4. prioritized behavioral objectives;

5. prevocational and vocational needs of students, ages 12 or older;

6. parent training;

7. suitable staff to students ratio; and

8. a plan for transition into services after 21 years of age.

To comply with the Civil Rights requirement for providing the necessary support services for handicapped students, each of the following must be considered and the committee's decision recorded in the ARD minutes:

Annual goals addressing vocational instruction. Goals may be modified or may remain the same as for regular students.

Short-term objectives that lead to the achievement of modified goals.

Consideration of need for modification of instructional equipment.

Identification of related aids or services necessary to allow the student to benefit from the vocational program.

Some modifications of the vocational class that may be considered when developing the IEP are as follows:

Modifications to enable individual students to continue in regular vocational education programs by helping them compensate for their handicaps include:

Allocation of additional time to develop specific skills in a program
Specially designed workbooks or textbooks
Analysis of tasks within occupations to identify possible modification in instruction, equipment, methods

Instruction on an individualized basis
Flexible scheduling of students to permit entry into and exit from programs as appropriate with progress
Modifying criteria for grading to correspond to the modified program

Suggested modification of equipment for individual students includes:

For the visually handicapped:
Instruction in Braille
Large-print materials
Signals keyed to hearing rather than sight
Special safety devices, such as guardrails around moving parts of a machine
For the deaf and hard of hearing:
Provision for alternatives for verbal instructions
Signals keyed to sight rather than to hearing
Sound-amplification devices
For the orthopedically handicapped:
Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls
Special desks and work tables for students in wheelchairs
Ramps for students who cannot use stairs
For the mentally retarded:
Simplified equipment
Simplified instruction guides and manuals
Special supplies and instructional materials
Individualized learning packages
For those with cardiac and other physical impairments:
Additional facilities for restrooms
Handrails in washrooms and in corridors

When all of the above information has been discussed and agreed or disagreed upon by the voting members of the ARD committee, the vocational teacher and vocational administration representative will be asked to sign their names to the ARD report form and/or the IEP. These signatures mean that the ARD members have cooperatively planned and decided upon the most appropriate (or least restrictive) vocational educational placement for the student for the following school year. If a voting member(s) disagrees with the placement decision, then the dissenting vote is recorded with its justification. Signatures on the IEP do not mean that the ARD members will be held accountable if the student does not achieve the projected growth, but that "good faith efforts" will be made to assist the student in achieving the objectives and goals.

When the student's IEP is finalized, the vocational teacher and the student's other teachers will be given a copy. This IEP copy is the teacher's key to providing the previously approved and appropriate instruction to the student. The vocational teacher

should frequently refer to this document throughout the year. If at any time the teacher feels that the student is not adequately progressing in accordance with the IEP goals and objectives or if there seem to be any other problems with the placement decision, it is the teacher's responsibility to contact other ARD members. If the problems cannot be addressed informally with vocational or special education assistance, then another ARD meeting will be called to review the IEP and make necessary modifications.

Writing Annual Goals and Short-term Objectives for the IEP

Although the development of an IEP is a team effort of the ARD committee, vocational teachers are usually responsible for that part of the IEP that describes the instruction to take place with the student in the vocational program. This will involve writing the annual goals and short-term objectives.

Annual goals may be thought of as the "best estimate" of what the student will be able to do in the content areas, such as vocational class, English, or math by the end of the school year. Annual goals do not have to be and probably should not be the same as the terminal goals you have set for your class. Instead, annual goals for the handicapped student should be a modification of the program's terminal goals. These goals indicate the general direction which the student will follow during the year and describe the performances to be demonstrated by the student's abilities, performances, and interests and, therefore, should not only be general and comprehensive, but also realistic and reasonable.

Annual goals may be developed from information provided in the present competency levels listed on the IEP. These present levels of functioning reflect the student's various performances in such areas as academic skills, personal-social skills, psychomotor skills, and prevocational/vocational skills. Annual goals depend on the specific needs of the individual student. The number of goals representing the various performance areas written for a specific student depends on the nature and/or severity of the handicapping condition(s).

The Difference Between Special Needs Students and Students with Special Needs

The term special needs student is now being used in place of the term handicapped student. The basic difference between a special needs student and a student with special needs is the basis for funding. For example, we all know of students who do not qualify for special education funding, but, nevertheless, have special needs. Usually these students are the ones whose I.Q. scores are not low enough to qualify as mentally retarded and whose achievement level is comparable to that of their I.Q., therefore ruling out the learning disabled category. These students are usually referred to as "slow learners." Another class of students with special needs are those with limited-English proficiency. Since both of these categories of students will be found in the Occupational Orientation program, and since both will require modifications to instructional methods and materials, they are included in this section.

SLOW LEARNERS

Usually these students' I.Q.'s are very near the same level as the educable mentally retarded students; therefore, the same adjustments need to be made in methods and materials as mentioned previously. The main problem encountered in dealing with these students is that most teachers do not recognize the fact that these are students with special needs--they will not learn as much, nor as fast, as the majority of the students. Most teachers recognize these students as lacking in motivation when, in fact, they will surely not be motivated if they cannot grasp what is expected of them. If you suspect a student in your class of being a slow learner, check his/her cumulative folder to see if he/she was ever referred for special education services. If he/she has not, make the referral. It could be that, through testing, the student will be placed. If the student has been referred and did not qualify, you will know that you have a slow learner in your class. With the emphasis on essential elements mastery, you will need to make adjustments in order to use the methods by which the student best learns. Keep in mind that special education teachers can assist you in modifying curriculum even though a student did not qualify for special education services.

LIMITED-ENGLISH PROFICIENCY

Definition of the LEP Student

The term "limited-English proficiency" is defined in the Rules and Regulations for the Education Amendments of 1978, Title VII of the Elementary and Secondary Education Act as amended by P.L. 95-561, Bilingual Education Act (Federal Register, Vol. 45,

N 67, April 4, 1980, Part 123). The definition of the "limited-English proficient" is those persons:

* who were not born in the United States and whose native language is other than English

* who use a dominant language, other than English, for daily communication and interaction in the home environment

* who are American Indian or Alaskan Native students and who come from an environment in which a language other than English has had a significant impact on their level of English language proficiency

* who as a result of circumstances described in the preceding statement of this definition, have significant difficulty in understanding, speaking, reading, or writing the English language to a degree that may impede their opportunity to learn successfully in classrooms in which the language of instruction is English.

The Texas Education Code clarifies this definition of the LEP student by stating, "Students of limited-English proficiency means students whose primary language is other than English and whose English language skills are such that the students have difficulty performing ordinary classwork in English" (Texas Education Code 21.452). Sometimes the term "limited English speaking ability" (LESA) appears. Since LESA seems to be synonymous with LEP, these two terms will be used interchangeably.

Bilingual Education

In Texas, bilingual classes are required only in the elementary grades. Bilingual instruction is discussed here in order to illustrate the difference between bilingual and ESL instruction. As described in the TAC rules, bilingual education is a methodology of dual language instruction. Bilingual instruction consists of six components:

1. Basic concepts of the student's school environment which are taught in the student's primary language

2. Basic skills of comprehending, speaking, reading, and writing developed in the primary language

3. Basic skills of comprehending, speaking, reading, and writing developed in the English language

4. Subject matter and concepts taught in the student's primary language

5. Subject matter and concepts taught in the English language

6. Attention given to instilling in the student confidence, self-assurance, and a positive identity with the student's cultural heritage.

The amount of emphasis placed on each of these six components depends on the language proficiency, social, emotional, and achievement levels of the student as determined by the LPAC.

English-as-a-Second-Language (ESL) Education

English-as-a-Second-Language (ESL) is an intensive program of instruction whose purpose is developing competence in English. Offered at both elementary and secondary education levels, an ESL class consists of a developmental sequence of English instruction in the four language skills--listening, speaking, reading, and writing. The cultural aspects of the student's background and previous learning experiences, as well as pertinent cultural patterns of the United States, are integral parts of the program. An ESL program also involves planning and communication between the ESL teacher and the student's teachers for other subject areas.

ESL instruction may vary from a minimum of one class period per day to total immersion for an entire day, depending on each student's English language competency. At the secondary level, an ESL class may be substituted for a maximum of two of the three units of required English.

Vocational Alternative for the LEP Student

Currently, no separate secondary vocational programs exist specifically for the LEP student. LEP students are to be individually identified, assessed, and appropriately placed in a vocational program with supportive services that will best serve the student's individual needs and yet allow the student full participation in the educational system. When choosing a vocational placement, it is important to remember how grouping practices may contribute to the LEP student's feelings of being less capable and generally different from other students. For example, LEP students are sometimes mistakenly identified as having specific learning disabilities or lower academic abilities and are therefore placed in CVAE or VEH classes (Bradley and Friedenberg, 1982). Such placements may be detrimental to the student's vocational growth, especially when the student's individual needs could be more appropriately accommodated through programming alternatives in a regular vocational education program.

Establishment of Bilingual Education and Other Special Language Programs

Public schools are responsible for all students becoming competent in speaking, reading, writing, and comprehending the English language. Since such instruction is inadequate for the education of LEP students, the federal and state legislatures have provided for the establishment of bilingual education and special language programs such as English-as-a-Second-Language.

In Texas, each secondary program is minimally required to offer an ESL program for the LEP students. The number of identified LEP students in any language classification in the same grade level and the type of required instruction, determines whether a bilingual or ESL class will be offered.

Identification of Sources of Assistance

Since many schools have not developed the expertise in serving the LEP student, perhaps the best source of assistance for the vocational teacher serving the LEP student is the Technical Assistance Coordinator (TAC). They are located at most regional Education Service Centers (ESC) in Texas. Funded by Title VII moneys, TACs assist in the implementation, development, and improvement of bilingual education programs at the elementary and secondary levels by offering consultative services on-site and at the ESC. Duties performed by the TACs include:

1. Providing on-site assistance and direction in the management of time, scope, and cost of project and in the execution of efforts characterized by procedures, techniques, and performance specifications,

2. Planning and implementing staff development activities through workshops and conferences for Title VII and state bilingual education programs, including individualized instruction, parental involvement, techniques for teaching content areas in the first and second language, ESL methodology, oral language development in both languages, etc.,

3. Assisting with the development of instructional programs by recommending ways in which subject areas/curriculum, materials, staffing, organization, etc. can be adjusted to meet the students' special learning needs,

4. Providing staff orientation of state and federal guidelines for bilingual education programs,

5. Providing technical assistance to schools with new Title VII Bilingual Education programs, and

6. Providing technical assistance in evaluation.

For more information on bilingual or ESL instruction, or state rules for bilingual education, contact:

Division of Bilingual Education
Texas Education Agency
1701 N. Congress
Austin, Texas 78701
(512) 463-9734

Eliminating Sex Stereotyping in the Classroom

INTRODUCTION

Sex stereotyping in the classroom is perpetuated by using inappropriate instructional materials and student activities. Occupational Orientation materials and teaching strategies should receive special attention since students will be developing perceptions and values that may influence important life decisions. Students of both sexes should have the opportunity to explore fully the world of work.

To discover potential career areas that will best meet individual needs and interests, you should not restrict access to occupational information because of faulty assumptions or myths about sex roles and abilities. Therefore, guidelines and ideas will be offered so that you can facilitate the occupational awareness of students.

ELIMINATING SEXISM IN INSTRUCTIONAL MATERIALS

Students can receive from textbooks, worksheets, and displays subtle messages that may convey information about the "appropriateness" of occupational tasks and roles. Written material and artwork may express the sex bias of their creators.

On the other hand, selecting various materials, if left to chance, may unintentionally support sex stereotyping and discrimination. For example, a teacher designing a bulletin board display about fire control and prevention may select pictures that include only males in the role of "firemen." Availability of photographs, rather than the teacher's prejudices, may explain the selection. However, the students see only males in the display, and, therefore, the association between men and fire fighting is reinforced.

Consider the value in balanced representation in which a display entitled "firefighters" includes pictures of both women and men cooperatively saving lives and property. Even the term

"fireman" may deprive the profession of able women since this might suppress an interest in fire fighting for fear of choosing an "inappropriate" occupation.

The following guidelines suggest some ways to ensure that sex biases are not accidentally or unintentionally introduced in instructional materials. Also, the guidelines encourage examination of one's own assumptions and beliefs. Introspection may help you develop an awareness of sexism. You may possess attitudes and viewpoints acquired through socialization that limit effectiveness in teaching. By becoming sensitive to the problem, you may be able to offer students greater occupational opportunities than were available when you attended public school. The guidelines will be offered in several areas or sources of sex stereotyping.

Role Models

The traditional roles of women and men are both vital and valuable in American life. However, traditional roles should not be "musts" or "oughts," for women and men can successfully assume roles traditionally assigned to either sex. Also, an effort should be made to expand the roles of both sexes to encourage the application of individual talents and interests. Students should see people of both sexes in a variety of activities and endeavors so that a broad range of valuable skills can be modeled. They should have the opportunity to identify with models based on interest rather than sex group membership.

Guidelines

1. Artwork and illustrations should reflect variety, creativity, and situational demands in terms of dress and appearance. A woman need not wear a dress or an apron to be recognizable as female. Similarly, men shouldn't be habitually depicted in drab work clothes or business suits.

2. Women and men should be shown sharing in household chores whenever possible. In discussing child-rearing, cooking, cleaning, and other homemaking activities, a balanced representation of both sexes should exist in the tasks. Women may be represented as "mothers," but men should also be shown as "fathers." Both "mothers" and "fathers" should also be shown as having careers, hobbies, and other life interests. Men and women should assume duties often assigned to the role "head of the household." Whenever possible, treat characters as individuals rather than as persons involved in some relationship that connotes power or lack of power.

3. No job, hobby, or activity should be represented as reflecting the "femininity" or "masculinity" of the people who pursue it. The full range of occupations and life activities should be depicted as accessible, reasonable pursuits for members of both sexes.

4. Student activities in stories, pictures, and other materials should not be restricted to male or female stereotypes. For example, both boys and girls should be shown participating in active, aggressive games or in passive, gentle play. Boys should be shown in homemaking and girls in shop classes.

5. In some materials, women and girls should be actively engaged in competitive sports, construction trades, and ambitious ventures. They should be shown as leaders and professionals. Women should be described as intelligent and skilled in mathematics and the sciences. They may also be depicted as larger and physically or emotionally stronger than the men around them.

6. Similarly, men and boys should be shown cooperating and participating in "quiet" or "soft" endeavors. They should be described as followers and assistants as often as women are assigned to these roles. They may be shown as being concerned about personal appearance, home life, and the fine arts. Men should be found in any occupation in which they could make contributions. They may work as secretaries, elementary school teachers, airline attendants, or practical nurses, depending upon situations in the instructional materials.

7. For both sexes, positive role models should be stressed. Use of negative models should be avoided. However, if weaknesses are depicted, they should not reinforce a sex stereotype. Women should not be shown as mechanically inept, nagging, fearful, or weeping. Men are not to be stereotyped as crude, violent, or insensitive.

8. Instructional materials that call for authorities and sources of strength or dynamic impact should include models from both sexes. Filmstrips and recordings should use both male and female voices as narrators. Characters and film roles should not adhere to stereotypes, but should include a balance of men and women.

Language

To promote a balanced representation of examples using men and women and to create a positive tone, avoid language that omits or demeans women. Although the generic use of "man" (e.g., "mankind") and other masculine words is widespread, many people infer the specific when they read or hear the generic. For example, references to "early man," "the nature of man," "the student . . . he," and other generic phrases have the effect of excluding women from thought. Some examples of inappropriate generic use of the masculine form are listed below with alternate constructions as well:

Inappropriate Language	Alternatives
men of science	scientists
businessmen	business people
mailmen	mail carriers

middleman	liaison
manmade	synthetic
the common man	ordinary people
chairman	chairperson or chair
workman	worker
congressman	member of Congress
the typical American . . . he	typical Americans . . . they
When the student learns this, he . . .	When students learn this, they . . .

Frequently, generic "man" constructions can be overcome by rewriting, using a plural noun followed by the pronoun "they." When a sentence must refer to an individual, use a synonym for the noun or the pronouns "she" or "he" ("he" or "she"). These pronouns should be used sparingly since this construction is often clumsy.

When writing original material or evaluating existing material, avoid constructions that demean women or imply that they are less able or less worthy of respect than a man. Typical demeaning constructions focus on the physique or attractiveness of a woman, her "fragility" or "helplessness," or her dependent relationship to men. Many phrases seem to imply that the woman "belongs to" or is owned by someone. Other sentences inappropriately stress the accomplishment of a woman with the implication that is it extraordinary. The modifier "lady" is sometimes used in conjunction with a noun to denote an "extraordinary" association such as a "lady professor." Examples of demeaning language and alternatives are listed below.

Inappropriate Language	Alternatives
the weaker sex	women or men (depending on the situation)
the little woman	wife
lady lawyer	lawyer
co-ed	student
sweet young thing	girl or young woman
gal-Friday	assistant
cleaning woman	custodian
housewife	homemaker
authoress	author
the farmer and his wife	the farming couple
Miss Jane Addams	Jane Addams

In general, remember to treat men and women equally in writing, use masculine and feminine examples on a balanced basis, and stress the specific characteristics and accomplishments of individuals, not sexes. Avoid language that implies inferiority of either sex and stress equality and cooperation.

Eliminating Sexism in the Classroom

You should exercise care in guiding students through the world of work. Keep to a minimum assumptions about whether given individuals can aspire to certain occupations. Many minority and handicapped individuals have achieved their career goals in spite of enormous obstacles. In time, women will occupy many occupations which have been closed to them because of myths and discrimination.

Therefore, try not to discourage students from pursuing occupations which interest them. On the other hand, encourage students to be realistic in their pursuits. For example, neither a 90-pound woman nor a 90-pound man could assume the job responsibilities of some heavy construction trades. In facilitating the students' occupational awareness, have them review training, physical requirements, and other criteria in terms of individual abilities, not sex.

Teachers should work with counselors and other school personnel to insure that all students have equal educational and occupational opportunities. Classroom activities and field experiences should broaden the occupational outlook for all students. Some of the ways to reduce sex stereotyping in the classroom are:

Develop positive, non-sexist ways of teaching from present instructional materials until unstereotyped materials become available.

Purchase or recommend for purchase materials that are free of sex bias.

Insure that course titles and descriptions do not restrict student access because of the student's gender.

Examine curricula for needed changes.

Present successful career models of both women and men in a variety of occupations.

Stress program components that are attractive to both sexes.

Provide students with opportunities to recognize, investigate, and perhaps solve problems of sexism in and outside the school.

Give students opportunities to examine and discuss changing work and family roles.

Modify or eliminate activities that reinforce sexism.

Review "atypical" or unusual occupations, hobbies, and activities, and discuss how these can be reasonable sources of career information for all students without regard to sex.

Work with advisory committee members and any interested persons in eliminating sexism in the classroom. Request in-service and special training for teachers and other school staff to promote awareness of the problem and personal growth. Assume some responsibilities as change agent within the school in matters of equality of occupational opportunity. Tolerate instances of slow or limited change, and understand that years of socialization will cause "slips" and "obstacles" to eliminating sex stereotyping. Remember that you are among the most significant models for student career attitudes and behaviors. You can use your influence as a model to promote individual student growth in the world of work.

MAINTAINING CLASS CONTROL

INTRODUCTION

Research indicates that prospective and new teachers worry more about discipline than any other aspect of teaching--and rightly so! A class out of control will make all your plans and preparations go awry, will make it difficult for any learning to occur, and will greatly affect your physical and emotional state.

Because of the nature of instruction involved in the Occupational Orientation program, many Occupational Orientation teachers have been labeled as poor teachers because of what appears to be a lack of classroom control. Unfortunately, some teachers and administrators equate successful teaching with a "quiet" classroom. Let's face it, when students are involved in role-playing, class discussions, field trips, etc., they are going to be creating more noise than those students sitting in the math class working problems. However, a "noisy" classroom may be indicative of the most desirable learning situation because students are analyzing, applying, and evaluating the information presented.

Although not much can be done about your administrator's opinion of what "effective" class control is and although each school district sets its own policy regarding discipline, this section will be devoted to providing suggestions for maintaining control of your class even when students are participating in unstructured activities.

CAUSES OF DISCIPLINE PROBLEMS

Kenneth Hoover, in his book, The Professional Teacher's Handbook, states that there are three causes of discipline problems: environment, the teacher, and the students. Hoover states that the following school situations tend to contribute to disorder in the classroom:

The last period of the school day
The class period before lunch

Fridays
The whole day before a school function--football game, dance, etc.
The day before a holiday
A substitute teacher
The first few minutes of the class period

Although the above list represents only a few, it gives you a general idea of what effect the students' environment will have on their behavior.

Another variable that contributes to disorder stems from the teacher. Hoover states that many discipline problems are teacher-caused. Some of those he mentioned are listed below:

Sarcastic remarks
Inconsistency
Impoliteness and inconsiderateness
Having favorites
Vague explanations of assignments
Failure to provide for individual differences
Talking "over" noise
Not carrying through with consequences

The third variable that Hoover mentions is the student. Although most students will disrupt the class if the variables mentioned above exist, some students disrupt class for no apparent reason other than that they are "trouble-makers." Two decades ago, Hymes suggested that teachers must make a distinction between students with problems and problem students. Students with problems are individuals whose past experiences have "hurt" them in some manner. They are usually the ones who are labeled as having a bad attitude, and they are the students who will hurt others and create an undesirable learning atmosphere. Although they need and demand attention, they must be stopped from preventing learning to occur. Students whose behavior continually fits this description should be referred to the counselor so that their problems can be identified and "worked through."

TECHNIQUES FOR PREVENTING DISCIPLINE PROBLEMS

Most discipline problems can be prevented. The following are suggestions for maintaining class control:

1. Involve students in setting class rules and consequences if the rules are broken. You will be surprised to find that students are often harder on themselves.

2. Post class rules and inform students of the consequences of breaking them. A model plan for infusing citizenship into the total instructional process is located on pages 193-199 of this handbook.

3. If you warn a student of the consequences if a behavior occurs again, be prepared to carry through. For example, if Johnny is talking and you say, "Johnny, if I have to call you

down again for talking, you will go to the principal's office," and Johnny continues talking, you must take him to the principal's office--no excuses accepted. Otherwise, students will soon learn that your threats are just that--threats.

4. Try to keep your cool. When you are angry, you often will say things you do not mean and make threats that cannot be carried through.

5. Plan carefully. Keep students busy every minute they are in your class.

6. Keep students interested. If possible, change the method of instruction every 15 minutes. Research shows that students tend to become restless if not challenged with new activities every 15 minutes. Contrary to popular belief, students are more prepared to learn during the beginning of the class period. This is the time most teachers use for calling roll and other "housekeeping chores." Therefore, it might be best to get the students started on an activity before calling roll.

7. Make sure visual aids are ready for use before the class arrives.

8. Keep abreast of current events in your subject area to help you keep teaching vitality.

9. Maintain high standards for "normal" students. Any "normal" student who does not attain a minimum standard of performance should be expected to repeat an activity. Less able students' performance, however, should be evaluated according to their limited abilities.

10. Out-of-class assignments should be fully explained. All assignments should be followed up in some manner, whether through a class discussion or turned in to you for grading. If you do not display an interest in whether the assignment was done, why should the students.

11. Know when those school situations that tend to contribute to classroom disorder will occur and plan accordingly. Try to plan activities that you know will be interesting and motivating for students.

HOW TO DEAL WITH COMMON CLASSROOM DISTURBANCES

The guidelines in this section are some that other teachers have found to be effective. A quick "cure" to any class disturbance is not available.

TALKING DURING CLASS--Sometimes can be ignored. If conversation continues, assist students in starting their assignment. If you are conducting a lecture, you can pose a question to one of the

students doing the talking or use one of their names in the discussion; for example, if Tom wanted to apply for a job at McDonald's, what would be the first step he would take? Other teachers find that it works well to, while continuing with the lecture, walk over to one of the students doing the talking and place a hand softly on his/her shoulder.

HOSTILITY AMONG STUDENTS--In grades 7-10, it is very common for students to be hostile to other students one day and their best friends the next. Although the display of hostility usually lasts only a short while, when it does occur, it can play havoc with a teacher's plan for class discussion or other activities in which students must participate. Many teachers suggest calling the students aside and trying to calm them. The students must be told that their hostility is interfering with the progress of the class, and when that occurs, you must step in. If you cannot resolve the students' display of hostility in your classroom, it is usually of such a nature that the principal should be notified before someone is physically hurt.

REFUSAL TO COMPLY WITH A TEACHER'S REQUEST--What should you do if you make a simple request and a student refuses to obey? Although the action to be taken will, of course, depend on the situation, one thing is certain--it cannot be ignored. You should determine in advance a general plan of action designed to cope with the defiant student; the plan, of course should follow local school district policy regarding corrective measures. Say, for example, you have asked Sarah to move to another seat and she refuses, saying, "you can't make me move!" Hoover suggests that the teacher agree with Sarah, for example, "You're right, Sarah, I could not physically force you to move; perhaps we can talk about this after class." Sarah will usually follow through with the request; if she doesn't, however, seek the assistance of the administrator. By all means, take action! This type of behavior by students does not occur frequently; however, during the middle school years, it may occur more frequently than we would like because students are going through the so-called "defiant" years.

By utilizing these suggestions and by following your school district's discipline management policy, most problems can be solved in the classroom without requiring the assistance of your administrator. All teachers recognize, however, that at times there will be a need to solicit outside assistance with some students.

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Chapter 7
HOW DO I ESTABLISH AND MAINTAIN POSITIVE PUBLIC RELATIONS?

Introduction

Effectively publicizing the program is one of the many responsibilities of an Occupational Orientation teacher. Whether the program is new or ongoing, students, parents, faculty, administration, and the general public should be informed about its purposes and operations. With the recent denouncement of vocational education, many teachers will testify to the fact that the main reason their programs are still in existence is that they have established good public relations in their community. You will be surprised how much "weight" certain members of your community have with school board members and your school administrators. Many a vocational program has been saved because of the rapport that exists between vocational teachers, their students, and members of the community. It stands to reason that with the funding situation we now have, public relations will play a more vital part in the survival of vocational education. Therefore, this chapter is devoted to providing information concerning the establishment and maintenance of good public relations.

School Personnel

It is important for the Occupational Orientation teacher to maintain good public relations with school personnel. For the program to succeed, a favorable attitude among administrators, counselors, and faculty needs to be established.

The Occupational Orientation teacher should build a strong foundation for good public relations with the school administration. Occupational Orientation students can be an effective tool in promoting the program to the administration, school dis-

trict, and community. This foundation, combined with an enthusiastic teacher consistently doing a good job, impresses not only the superintendent but also the principal and school board. By maintaining open channels of communication, you keep the administration informed of your program, its activities, and most importantly of its outcomes.

It is essential to have the cooperation of guidance personnel. Often, counselors can get negative feelings if they believe that you are taking over the responsibilities which rightfully belong to them. Every effort should be made to work closely with guidance personnel to gain their support and confidence.

SUGGESTIONS FOR MAINTAINING GOOD WORKING RELATIONSHIP WITH COUNSELORS:

Assist in career day/week for the school.

Provide career information.

Develop a cumulative record (interests, aptitudes, etc.) and place in each student's folder and forward to the counselor. (The student-learner outcomes do this for you.)

Inform counselors of student needs.

Ask for suggestions and criticism to improve the overall program.

Another vital aspect of the public relations program is enlisting the support of faculty members. Gaining their support requires a continuous, patient, and sincere effort.

SUGGESTED ACTIVITIES FOR MAINTAINING GOODWILL AMONG FACULTY

Be friendly and sincere with all faculty.

Recognize accomplishments of other teachers.

Volunteer for a fair share of extracurricular activities.

Be tactful and diplomatic.

Engage in professional school activities.

Publicize only the accomplishments of the program, not just what is being planned.

Occasionally ask favors of other teachers, particularly in regard to recommending desirable students for the program.

Thank teachers for favors, letting them know they made contributions.

Share occupational information with other teachers.

Be businesslike and thorough in conducting your program.

Consult with other teachers concerning problems.

Be prompt in making school reports, which should be neat, orderly, and correct.

Admit when you are wrong without hedging or offering excuses.

Avoid arguing a point even when knowing who is correct.

Never make degrading remarks about general education philosophy, objectives, or methods.

Remain outside of arguments on controversial questions.

Try to be objective to both sides of any questions rather than opinionated or dogmatic.

Avoid petty gossip or joining in cliques within the faculty.

Parents

Maintaining good public relations with parents is important if they are to be supportive of the Occupational Orientation program. Some of the ways you can encourage parental support are: by group conferences, by distributing pamphlets describing the program, presenting information about Occupational Orientation through a local parent-teacher organizational meeting. In addition, parents should also be used as resource persons when possible.

GROUP CONFERENCES

Parents are generally curious about what and how their children are being taught. One of the best ways to answer questions of parents about the Occupational Orientation program is to invite them to a group conference. These conferences allow the parents and you to get to know each other better and for parents to be made aware of the goals and objectives of the course. These conferences should not be used to discuss individual children, their attributes, or problems. The group conference can be a onetime get-acquainted meeting, or it can be a regularly scheduled student-centered discussion group.

INDIVIDUAL CONFERENCES

In certain instances, individual conferences with parents are helpful. These conferences usually begin where other contact methods end. The parent brings to the conference an understanding of what the student is like at home, and you, as the teacher, bring an insight into the student at school. With those two perspectives in focus, everybody gains--especially the student.

Individual conferences require even more preparation than group conferences, but if they are well planned and tactfully conducted, your work will become easier and more effective. Conferences help both you and parents to understand and solve many problems because they usually result in cooperative planning for the student.

PLANNING FOR PARENT CONFERENCE

The following are suggestions for a productive individual teacher-parent conference:

Make careful preparation by determining the goals of the meeting

Insure privacy

Have an informal setting

Set a time limit

Encourage the parent to talk

Listen attentively

Overlook parent's critical remarks

Begin on a positive note

Develop an attitude of mutual cooperation

Let suggestions come from the parent

Build on parent's suggestions

Summarize points covered

Make plans together

End on a note of continuing cooperation

Summarize the meeting in writing after the parent leaves

PARENTS' CLASSROOM VISITATION

You should encourage parents to visit the school. One visit to an Occupational Orientation classroom makes a stronger impression, creates more understanding, and develops stronger personal relationships than many letters or news reports. When parents arrive, introduce them to pupils and colleagues. Assure them they are welcome by expressing appreciation for their presence.

GENERAL ACTIVITIES TO INVOLVE PARENTS

The following list provides suggestions for improving public relations with parents:

When parents contribute a service, report the fact to the press and newscasters, and send letters of appreciation.

Invite parents to Open House and other special events by sending a letter well in advance of the event.

Enlist parents' cooperation in specific projects.

Send a special invitation to parents of students participating in programs.

Host an Occupational Orientation parent-student reception or banquet.

Supplement regular grade-reporting with individual achievement reports.

When a student's name is in the school paper, send a copy to the parents.

Invite parents to speak to the class if they have an appropriate presentation.

Send special invitations for parents to accompany the class on field trips or visit on days when there will be a scheduled guest speaker.

Involve parents in "study groups" formed to discuss problems or needs relevant to Occupational Orientation and their children's education.

Select parents for *ad hoc* committees to study specific projects or problems.

Become active in the local parent-teacher organization.

During a special event, such as National Vocational Education Week, present a program on Occupational Orientation to the parent-teacher organization and to civic clubs and organizations.

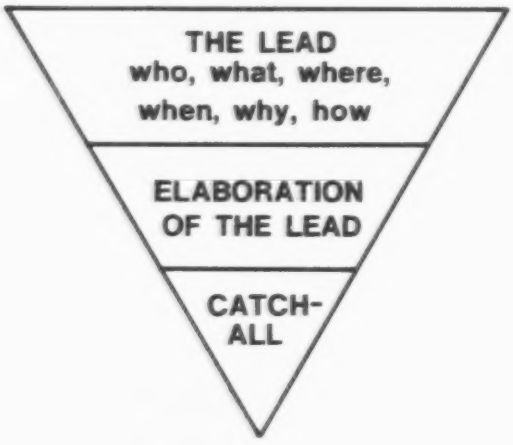
Utilizing Media

There are several methods of communication you may utilize. The newspaper represents the greatest medium for reaching everyone in the community. However, other media include letters, radio, and television.

THE WRITTEN WORD

Although everyone does not have the ability to write clever sentences or devise catchy phrases, the ability to create effective material can be cultivated. With just a little practice in using simple formulas, any teacher can learn to communicate effectively with the public. Remember, news is anything that affects the lives of a number of people or will attract their interest. It tells readers something they did not know before, and it describes action. Be alert for story ideas which will interest a wide variety of readers.

BUILDING A NEWS STORY



The news story presents facts to the reader in a concise and simple manner. To write a good news story, use the "inverted pyramid" style of writing. This three-part pyramid begins with the most important part--the lead--at the top. Following in order of importance are the middle, or elaboration, and the bottom or the catch-all.

The lead usually answers all or part of six questions: the who, what, where, when, why, and how. The middle elaborates or explains the lead. The bottom gives additional information not essential to the story, but which provides interesting facts. Sometimes if a story is too long for the space available, the editor will leave out the last paragraph or so. Thus, it is essential to write information with this in mind so that important facts appear in the first part. If parts are deleted, the item still "makes sense."

In writing news stories, remember two things:

1. Names make news, so give complete names, and always be sure to spell them correctly.

2. It is better to include too much than not enough. Let the editor delete.

DEVELOPING A FEATURE STORY

A feature story or a featurette (short feature) is an account of something of unusual interest, such as career days or field trips. This is often useful in giving added emphasis or calling attention to an Occupational Orientation program or project.

Not everyone can write a feature story successfully, but almost anyone can recognize the makings of a feature. Write a feature if you feel capable. If not, give the editor your idea.

The feature story usually follows the upright pyramid pattern, which also has three parts. The lead is a short sentence or paragraph to catch the reader's attention and serves as a guide to the body of the story. The middle is the body of the story, which answers questions in the reader's mind and holds his/her interest. The bottom contains the conclusion to drive home the main point of the story.

* Be sure to double- or triple-space all copy submitted.
* List the address as well as the name of the meeting place.
* Use easy-to-understand words.
* Use figures for numbers above nine, hours of the day, days of the month (omitting d, th, st), dimensions, and ages.
* Spell out numbers at beginning of sentence or change construction of sentence to avoid using a number as the first word in a sentence.
* Give first names and middle initials of persons the first time they appear in article.
* Do not fold copy.
* Write "more" at the bottom of each page except the last one. Place the number "30" at end of each article.

the students, after touring the plant

-more-

After answering questions, Brown thanked the students on behalf of Any Business, Inc.

-30-

PREPARING PICTURES

Clear black-and-white glossy prints are required by most publications. These may be any size, but 5" x 7" or 8" x 10" are normally preferred. It is almost impossible to successfully reproduce a color print in a newspaper.

Be sure to identify every picture submitted. It is best to write information on a separate sheet of paper and tape this carefully to the back edge of the picture. If writing on the back of the picture, pencil very lightly because heavy marks will ruin the image. If you must send a photo through the mail, include a heavy piece of cardboard to prevent bending. Identify every person shown, being careful to indicate the order in which the names are written, usually going from left to right, front row first, etc. Include the activity and the name of the organization involved,

and the name and address of the person submitting the picture. Never staple, glue, or tape a picture to a sheet of paper. Note at the top of any accompanying story that a picture is included.

Most newspapers will return photos if you call for them in person.

NEWS RELEASE CLEARANCE

Clear all news releases through proper channels. Each school and/or school district will have different rules on who must approve a story before it is released. Sometimes, only the teacher will be responsible. Other districts, however, may require clearance from the school administration. In any case, you should be certain of the rules and procedures and carefully observe these.

UTILIZING LETTERS

Public relations sometimes also needs a more personal touch than a news story. This can be provided by the thoughtful use of letters sent to students, business people, and others vital to the success of the program. Each letter should be individually typed when possible. Mimeographed letters or letters with mimeographed bodies with the recipients' names typed in are of little benefit in establishing positive public relations.

WHEN TO USE LETTERS

Many types of letters can help build good public relations. More specifically, every letter has some kind of impact on public relations. You should determine the purpose of the letter, how the recipient might respond to it, and who should write the letter. A formal or an informal tone must be decided. The following are suggested ways to use letters:

* "Thank you" letters to guest speakers
* "Thank you" letters to newspapers or radio and television stations who have given your program publicity
* Appreciation letters to those who have sponsored field trips (Sample appreciation certificate is found on page 153)
* Letters of introduction (used for "shadowing," student interviews, etc.)

* Information letters--explaining purposes of the Occupational Orientation program to parents, business people, and community

* Letters of congratulations written to commend those who have been recognized for achievement

* Recruitment letters to community organizations requesting their assistance

RADIO AND TELEVISION

To establish effective communication of Occupational Orientation activities, the teacher should plan a system to convey information and ideas to individuals and groups. This can be achieved through the cooperation of radio and television stations and community organizations. The broadcast industry gives millions of dollars every year for public service. However, radio and television stations are limited to the hours they are to be on the air because they are licensed by the Federal Communications Commission. Your broadcast, therefore, should be planned carefully, and if possible, rehearsed.

Types of Shows

You should study local programming before making first station contacts. Do not forget educational television channels that may operate in the area. A few possibilities that may be available are group or panel discussions and interview shows. An educational channel may offer an opportunity for a show to explain Occupational Orientation. This would aid you in sustaining community support while attracting students to the program.

Promptness

Meeting deadlines and being on time for live or taped shows are important. Arrive well in advance of time set by the station. Choose as participants those who have pleasant voices and are not nervous.

Writing Releases

The basic rules for newspaper copy apply to radio and television. Be accurate, concise, factual, and neat. The release should be submitted on 8 1/2" x 11" plain paper, typed double-spaced. "If You Want Air Time," published by the Public Relations Service, National Association of Broadcasters, Washington, D.C., is an excellent guide to television and radio publicity.

Locating and Utilizing Community Resources

Utilizing available community resources, which include people, businesses, and interesting places, is an excellent way to expand classroom instruction and publicize your program.

While some persons may be listed in a Directory of Community Resources, others may not wish to be listed, but, nevertheless, may be available on a limited basis.

The following are suggestions for identifying persons who may be used as resources:

DIRECTORIES AND MEMBERSHIP ROSTERS

An excellent reference of local community resources is the yellow pages of the telephone directory. The local Chamber of Commerce is also valuable in identifying most government, civic, and professional organizations in the community. Many clubs have speakers' bureaus which may be available to speak to your class. In addition, many civic and professional organizations are always seeking program speakers; this would be an excellent way to publicize your program. Don't rule out school administrators and school board members; they, too, should be considered as resources because many of them belong to these organizations.

PARENTS

You can find many resource speakers and some field trip sites by surveying parents. This not only aids you in securing resource persons with varied backgrounds, but it also allows the community parents to become actively involved in the program. Some teachers give their students extra credit for obtaining the names of possible resources.

TEACHERS

In addition, other teachers in the same building often are overlooked. Retired teachers in the community also are often willing to serve as resource persons. Solicit their aid in providing names of prospective resources, or by serving as the resources.

STUDENTS

In most classes, there are students who have interesting hobbies or unusual talents. Also, other students in the school or in local colleges or universities probably will be willing to share their work experiences with a class.

Utilizing Speakers

After resource persons have been located, analyze how they can be utilized. One way is to match the resource person with the areas of study to which their occupation relates. Next, prepare resource people for their participation by letting them know what is expected and what the situations will be like. A guide for guest speakers is located in the Occupational Clusters Instructional Guide. This will put them at ease and help them to do a better job. An active resource file should be established and maintained to assist you in effectively utilizing community resources. See example on pages 203-204.

Recruiting Students

As previously stated, any student eligible to attend public schools may enroll in Occupational Orientation. How do you inform the student population of the program? There are several effective ways used by teachers. New programs require an approach that is different from that used in connection with ongoing programs. Remember, reallocation and/or continuation of the program will be based on the number of students enrolled.

PROMOTING NEW OCCUPATIONAL ORIENTATION PROGRAMS

A teacher of a new program must develop a plan to inform students about the program including the following information: advantages of the program, how to enroll in the program, where to go for information about the program, etc.

The following are suggestions for getting information to the students:

* Newspaper articles placed in school and local newspapers explaining Occupational Orientation
* Radio and/or television interviews or spot announcements about the program

* Letters sent to students (a survey might have been taken the previous year to determine student interest)

* Information speech to civic and/or youth organizations to get the program recognized by community

* Posters placed in the halls which describe the program.

PROMOTING ONGOING OCCUPATIONAL ORIENTATION PROGRAMS

In an ongoing program, recruiting students becomes easier each year since "word of mouth" advertising is the most effective. In addition, teachers have used successfully the following:

* Assembly programs (teacher, student, former students, films, skits)

* Homeroom talks (teacher, students)

* Career Day involving total school

* Visitations--students already enrolled in program (talking to other students in your classroom setting)

* Faculty (informing counselors and other teachers of the program)

* Posters and signs

* Bulletin board displays

* School newspapers

* Rotating students through all electives during the last two school periods of a day

Many schools use pre-enrollment procedures. To maintain good working relationships, you should plan activities prior to pre-enrollment in the spring. Go through proper channels to get the activity or activities approved by school administration.

(Sample News Release)

(Person Submitting Article) (Date)

(Title of Position) FOR IMMEDIATE RELEASE

(School)

(City) (State)

(Telephone)

Story: Career Study Tour (Industrial Tour)

Occupational (program) students at _____ (name of school) have a better idea about commercial construction after a recent study tour of _____.

Of special interest to the students was _____.

It is through such activities as this tour that students are learning about various occupations in the world of work, _____, Occupational Orientation teacher at _____ said.

(Sample News Release)

(Person Submitting Article) (Date)

(Title or Position) FOR IMMEDIATE RELEASE

(School)

(City) (State)

(Telephone)

Subject: Guest speaker for Occupational Orientation Class

"Self-satisfaction may be found through gainful employment," _____ said in an address to the Occupational (program) Class at _____ (name of school).

Jones, president of XYZ Corporation, illustrated her remarks with a film showing people at work in various occupations.

In addition to finding self-satisfaction in a job, a person earns a living and achieves a measure of success at the same time, Jones continued. She further explained that planning one's future increases the possibility of success more than "just letting things happen."

After conducting a question-and-answer session, Jones said, "Plan ahead and make your education really count."

Certificate of Appreciation

This certificate is presented to

_____

for contribution to and support of the Occupational Orientation program at _____
Name of school

_____ _____
Teacher Principal

_____ _____
Date Vocational Director

Chapter 8
WHAT IS THE PURPOSE OF AN ADVISORY COUNCIL?

Introduction

While separate advisory committees for each vocational program area are not required, each vocational institution which receives federal vocational funds shall establish a district wide local advisory council for vocational education.

Responsibilities of the Council

The local advisory council has the following responsibilities:

Advise the eligible recipient (school district) on current job needs and the relevance of programs and courses being offered by the local education agency or postsecondary education institution in meeting current job needs.

Solicit input from persons representing each vocational course offered in the district.

Consult with the eligible recipient in developing its annual application for federal funds.

Stimulate community support of the program, provide meaningful community experience for the students, and assist in equipment and supply selection and acquisition.

Meet at least two times each year, with the minutes of these meetings maintained.

Selection of Committee Members

Local advisory councils should represent a broad spectrum of talented and interested individuals. When selecting members, the school should focus on the purposes of the committee and the types of assistance needed in planning and evaluating the vocational programs. The local advisory council shall be composed of representatives of the general public, business, industry, and labor, including at least one representative from each vocational program area offered in the school district.

The council may include members from the following areas or groups depending on specific program needs:

Business and Industry
Labor Unions
Trade Associations
Chamber of Commerce
Parent-Teacher Associations
Service Clubs
Local Media
Community Leaders
Potential Employers
Employees
Texas Employment Commission
JTPA and other Federal Programs
Professionals
Small Business Owners
Military Service
Universities and Community Colleges

The composition of the local advisory council should be balanced to reflect as many sectors of the community as possible, for example:

1. Various levels (labor, semi-skilled, skilled, professional) of business and industry
2. Geographic areas served by the program
3. Men and women
4. Ethnic groups in the community

In general, selection of council members should be based on personal and occupational qualifications. Members who will attend the meetings and provide input are essential to the success of the advisory council.

NOMINATING MEMBERS

Nominations may come from parents, teachers, administrators, business and civic leaders, or anyone familiar with the needs of

the program and the characteristics of the community. You may also wish to consider volunteers.

You should make a list of potential members and present it to the vocational and/or school administration for approval. After obtaining approval, those individuals who are willing to serve and work cooperatively for the Occupational Orientation program should be notified of their nomination to serve on this council. Other vocational teachers in your district should follow the same procedure, and all nominations should be considered in the final selection of the advisory council. In most cases, the vocational administrator will determine who serves on the council. In smaller school districts, however, a consensus as to the final selection of membership may have to be reached among the teachers.

Initial Advisory Council Meeting

Before the first meeting, certain plans should be completed. For example, a convenient date, time, and location should be set. In addition, special equipment and supplies such as an overhead projector, should be readily available. An agenda, which consists of items to be discussed, should be written and sent to each committee member.

During the first meeting, the function of the advisory council should be explained and stressed. In later meetings, the agenda will likely develop from the business of previous meetings. The following outline suggests some tasks that may be required in order to arrange and conduct the first meeting:

* About a week in advance, notify each member of the date, time, and place of the meeting by letter.
* Send invitations to interested school administrators, including an agenda with the letter (see sample on page 190).
* Always start and adjourn the meeting on time.
* Include refreshments in the meeting plan, if desired.
* Phone members and thank them for attending the meeting.

Teacher Responsibility to Council

You, as the Occupational Orientation teacher, must assume certain responsibilities if the school's relationship with the advisory council is to be maintained effectively. It is your responsibility to keep your program representative(s) informed about program developments and needs. In addition, you should consider all suggestions made by the committee, and, if possible, should implement them. If their recommendations cannot be implemented, explanations should be offered. Finally, you are responsible for recognizing and showing appreciation to committee members for their service. Letters of appreciation may be sent to members, and recognition certificates may be awarded when appropriate to express thanks (see sample on page 179).

(Sample Letter Inviting Nominee to Serve as Program Representative on Advisory Council)

Date

Name, Title
Name of Firm
Address
City, State

Dear (Name):

(Name) Middle (High) School has an ongoing (o.i or o.e.) program involving _____-graders in the career decision-making process. It is essential that we have assistance in developing and maintaining a program to meet the needs of the students in our community. We invite you to serve on an advisory council because of your interest in the students' futures in our community. The advisory council will play an important role in ensuring that the students enrolled in the (Name of School District) are prepared to meet the challenges of the world of work.

Please complete and return the enclosed card by (date). I hope you can accept this nomination; the success of our vocational programs depends upon the input gained from interested community members like yourself.

Sincerely,

Name
(Occupational Orientation Teacher)

3" x 5" Cards

Sample of Card Accepting or Rejecting Appointment to Serve

(Name of school district's) Vocational
Education Council

_____ I will be able to accept the appointment.

_____ I will not be able to accept the appointment.

_____
(Signature)

_____
(Date)

(Sample Letter Announcing Advisory Council Meeting)

Date

Name
Address
City, State

Dear (Name):

The Vocational Education Advisory Council meeting will be held at (hour) (date) in (room) (name of school or meeting location).

A copy of the agenda and a reply card are enclosed. We look forward to seeing you on (date).

Sincerely,

Name
(letter should be sent by vocational administrator or school superintendent)

Enc.

Sample of Meeting Reply Card

3" x 5" Cards

(name of school district's) Vocational
Education Advisory Council

_____ Yes, I will attend the advisory council meeting.

_____ No, I cannot attend the advisory council meeting.

_____
(Signature)

_____
(Date)

(Sample of Self-Addressed, Stamped Reply Card)

A Suggested Checklist in Planning Advisory Council Meetings

_____ 1. Plan agenda.

_____ 2. Prepare a list of items to be presented.

_____ 3. Make reservations for meeting room(s).

_____ 4. Notify members of meeting date.

_____ 5. Mail copies of agenda to all committee members.

_____ 6. Include invitations to appropriate administrators.

_____ 7. Check reservation for meeting room(s) a few days before meeting.

_____ 8. Check on special equipment needed for meeting (e.g., overhead projector, filmstrip projector).

_____ 9. Call members a few days before to remind them of meeting.

_____10. Arrive at the meeting at least 45 minutes early to arrange the room, set up special equipment, etc.

Agenda Sample

(name of school district) National Education Advisory Council

Date:

Time:

Place:

I. Welcome and remarks by chief school administrator

II. Introduction of council members

III. Presentation of local vocational education goals and objectives

IV. Explanation of the responsibilities of the council

V. Tour of facilities

VI. Coffee break

VII. Election of officers

VIII. Assignment of duties and selection of next meeting date

IX. Questions and answers

X. Adjournment

Chapter 9
HOW DO I ORGANIZE MY PROGRAM?

Introduction

Because the Occupational Orientation program uses so many unconventional methods of instruction, the Occupational Orientation teacher can spend many hours on so-called "housekeeping chores." This chapter will focus on planning and organizing your program so that you spend less time on the housekeeping chores and have more time to devote to assisting your students in achieving the goals of and mastering the objectives of your program.

Four Areas of Study and Common Essential Elements

Both the occupational investigation and occupational exploration programs focus on four areas of study (refer to essential elements for occupational investigation on page 2 and the essential elements for occupational exploration on page 5). The organization of your program should center around instruction in each of these four areas and the common essential elements to all vocational programs.

State–approved Instructional Materials

The Occupational Curriculum Laboratory at East Texas State University, under contract with the Texas Education Agency, has revised the instructional guides for Occupational Orientation and has developed student-learner outcomes (competency profiles) in order to provide accountability and competency-based instruction to the Occupational Orientation program.

HOW TO OBTAIN MATERIALS

The following is a description of the state-approved instructional materials for Occupational Orientation that are available from the Occupational Curriculum Laboratory. These materials may be ordered by contacting the Occupational Curriculum Laboratory at the following address:

Occupational Curriculum Laboratory
East Texas State University
E.T. Station
Commerce, TX 75428
(214) 886-5038

Ordering Information

Economic and Societal Factors Instructional Guide
Contains the following nine units: Job Acquisition, On-the-Job Relations, Communications, Understanding the Paycheck, Personal Money Management, Completing Government-Regulated Work Tasks, Laws Affecting You as a Worker, Changing Jobs, and Free Enterprise. 1984.

OI-109-TG Teacher's Guide $14.00

Educational Planning Instructional Guide
Contains these seven units: Goals, Decision-Making, A Look at the Future, Making Career Plans, Exploring the High School Curriculum, Making a Tentative Four-Year Schedule, Educational/Training Alternatives After High School. 1984.

OI-111-TG Teacher's Guide $10.00

Self-Appraisal Instructional Guide
Contains these units: Understanding Yourself, Attitudes, Interests, Abilities, Aptitudes, Leadership, and Coping with Change. 1984.

OI-110-TG Teacher's Guide $9.00

Occupational Clusters Instructional Guide
Consists of the following 17 units of instruction: Locating Information About Occupations; Orientation to the Occupational Clusters; A Supplemental Activities Section for use with all cluster units; Agri-Business and Natural Resources; Business and Office; Communications and Media; Construction; Consumer and Homemaking; Environment; Fine Arts and Humanities; Health; Hospitality and Recreation; Manufacturing; Marine Science; Marketing and Distribution; Personal Services; Public Services; and Transportation.
569 pages. 24 TMs.

OI-103-TG Teacher's Guide $14.00

Instructional Guides

The four instructional guides developed for the Occupational Orientation program contain much more information than the required components of a curriculum guide as outlined by the Texas Education Agency. Because most vocational programs in the state of Texas do not have state-approved textbooks, the curriculum materials developed contain the information that would normally be presented in a textbook and a student workbook. As each school district uses different formats for curriculum guides, the instructional guides were formatted in such a manner that any school district could take the four guides and easily convert them to one curriculum guide that complies with local school district curriculum guide format. Using the first page of each unit of instruction which contains the objectives for that unit, the notes to the instructor sheet, and the reference sheet developed for use with the student-learner outcomes (see page 47), a curriculum guide can be easily developed that ensures that the essential elements of your program are addressed and documented.

INSTRUCTIONAL UNITS

The instructional guides are written in units of instruction primarily for three reasons: 1) Research shows that even mildly retarded students can comprehend information if presented in this manner; 2) information presented in this manner is more likely to be committed to long-term memory; and 3) information is more easily managed by you as the teacher.

DESCRIPTION OF A UNIT OF INSTRUCTION

Each instructional unit includes the following basic components: objectives, notes to the instructor, information sheets, transparency masters, activity sheets, tests, and answers to the activities and tests. Each unit is planned to cover more than one lesson or period of instruction.

Previewing the unit before the lesson will help the instructor to determine:

A. The amount of material to be covered in each class period

B. Supplemental materials that must be ordered or secured

C. Resource people who must be contacted

D. The teaching sequence for the information and the activities

E. The subject areas that he/she wishes to cover

Unit Objective Sheet

Each unit of instruction is based on performance objectives. These objectives state the goals of the program, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, which state the terminal performance expected of the student upon completion of the unit, and specific objectives, which are those performances that will enable the student to master the unit objective.

Since the objectives of the unit provide direction for the learning process, it is important for the teacher and students to discuss the objectives prior to covering the information in the unit. This discussion will provide a common understanding between teacher and student of the intent of the objectives. Performance terms have been used in all objectives of the units to assist in promoting the effectiveness among all individuals using the materials.

Teachers should feel free to delete or add objectives to tailor the material to the needs of the students and the program. When objectives are added, corresponding information sheets, activities, and tests should be designed and constructed.

Notes to the Instructor

Each unit provides a "Notes to the Instructor" section outlining steps to follow in accomplishing specific objectives. The instructor should carefully preview this section prior to any lesson, making additional notes that would assist in conveying the information to the students.

In addition, the instructor should select, sequence, or modify any information and activity sheets deemed necessary for the local teaching situation. Arrangements should be made and supplies should be assembled as required for any activity sheets selected.

Instructors are strongly encouraged to use any additional instructional activities, methods, and references that would aid in accomplishing the objectives.

Answers to Activity Sheets and Tests

Answers for activities and tests are provided directly after the "Notes to the Instructor" and may be used by the teacher for checking student achievement of the objectives. Many of the activities are geared more to student participation and must be evaluated to the satisfaction of the instructor.

Information Sheets

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. Information may be presented in two ways: 1) The instructor may use the information sheet as a guide for presenting the background knowledge necessary for the students to complete the specific objectives and ultimately the unit objective, or 2) Students may be allowed to read information sheets before, or as information is discussed in class. Students should take notes on any additional information presented.

Transparency Masters

Transparency masters present information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, stimulate discussion, or reinforce information presented in the information sheets. They are also very effective when identification is necessary.

Transparencies should be made from the masters and placed in the teacher's notebook where they will be readily available for use. Transparencies will direct attention of the class to the topic of discussion as well as generate other thoughts for discussion.

Activity Sheets

Activity sheets provide direction to study and also provide application and reinforcement of information presented. An effort has been made to incorporate the following elements of the learning process: translation, interpretation, application, analysis, synthesis, and evaluation so that the learning style of each student will be recognized.

The activity sheets may be given to the students for completion in class or may be used as homework assignments. Answer sheets are provided which may be used by the teacher and/or student in checking student progress.

The instructor should preview the activity and "Notes to the Instructor" sheets prior to making student assignments to ensure that information has been covered and all supplies required are available. Class time should be set aside for those that require group participation. Those activities that require student participation rather than written answers should be evaluated to the satisfaction of the instructor.

Tests

Written tests are provided to measure students' understanding of the information covered in each information sheet. Individual test items may be used as a pre-test measure or as a review oral quiz to assist the instructor in spotting difficulties being encountered by students in their efforts to accomplish the unit objective. The individual tests over the information sheets may also be grouped as a semester or unit test. The instructor should construct additional test items for any objectives or information added to the unit.

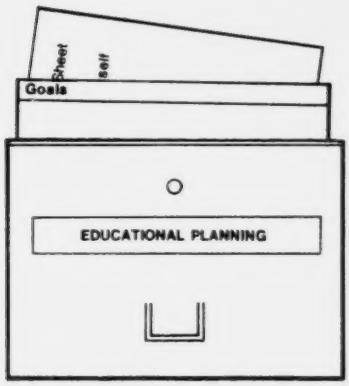
Filing Audiovisual Resources

Because so many audiovisual materials are available, and as oftentimes you will obtain films, filmstrips, etc., whose titles have nothing to do with what they are about, creating a filing system for audiovisuals can save you time and assist you in lesson planning.

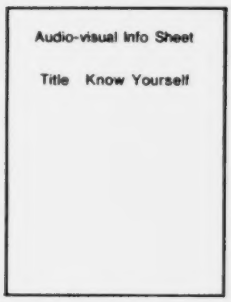
ORGANIZING THE FILE

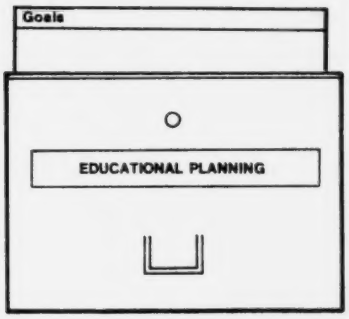
1. Each time an audiovisual form of media is bought, rented, or otherwise obtained, an Audiovisual Information Sheet should be completed (sample found on page 199). These forms can be mimeographed or printed, depending on the availability of equipment in your school.

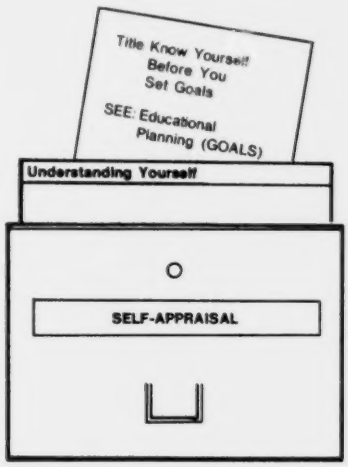
2. Since audiovisual media can be used in each of the four program areas: self-appraisal, economic and societal factors, occupational clusters, and educational planning, they should be filed using the program areas as the filing system and, if appropriate, further broken down by units of instruction in each program area.



3. For those audiovisuals which can be used in more than one program area, a cross-reference sheet should be made and placed in the folders where it may also be used; the Audiovisual Information Sheet containing all the information should be placed in the other program area folder.







Audiovisual Information Sheet

TYPE OF AUDIOVISUAL _____

SOURCE (where to obtain) _____

TITLE _____

LENGTH OF PRESENTATION _____

REMARKS:

DATE ORDERED:

DATE USED:

Audiovisual Information
Cross Reference Sheet

TYPE OF AUDIOVISUAL: _____

TITLE: _____

REMARKS: _____

_____

_____

SEE: _____

FILED: _____

Career Resource File

Because one of the main goals of the Occupational Orientation program is to provide students with realistic perceptions of the world of work, the preparation of a file of local resources that can be used as guest speakers, field trip sites, etc., will be helpful in ensuring that time will not be wasted each semester in securing names of possible resources.

ORGANIZING THE FILE

1. The initiation of the file will be the most difficult step, especially if you do not live in the town in which you teach. However, once the file is established, it requires only updating. Students, parents, teachers, the Yellow Pages of the telephone directory, and the Chamber of Commerce can assist you in obtaining names of contacts who may be used as resources. Some teachers give students bonus points for obtaining resource names.

2. All names obtained should be considered. A telephone call and/or letter should be mailed to the prospective resources. You should explain the goals and objectives of your program and why their services will be of benefit in assisting students with career development.

3. After the person and/or company have agreed to be a resource, pertinent information should be placed on a 3" x 5" card. The card should contain the following information:

   Occupation

   Name of person to contact

   Employer

   Business Address

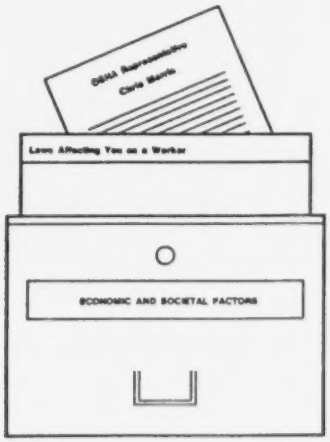
   Business telephone number

   Home address

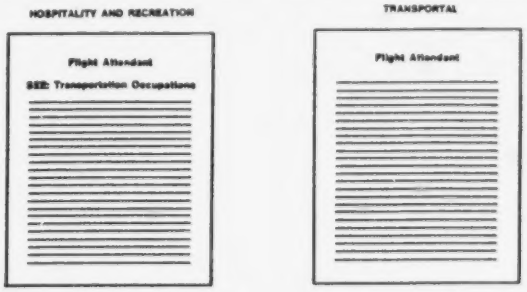
   Home telephone number

4. Perhaps the most effective filing system to utilize is the occupational clusters, since this will be the primary instructional point in which resources will be used. The Occupational Clusters Instructional Guide may be used to assist you

in identifying in which cluster the occupation would be classified. The cards, after being filed according to the occupational clusters, should be alphabetized by occupations. Occupational exploration teachers will use only one occupational cluster as the basis for filing cards. If you use resources in other areas of study, you may prefer to list them with the units of instruction to which they relate.



5. Many occupations can be classified in more than one cluster. If this is the case, a cross-reference card should be made. For example, flight attendants may be classified in the Hospitality and Recreation Cluster and Transportation Cluster. A card containing all information should be placed under one cluster and a cross-reference card should be placed under the other cluster:



This rule applies to work sites that have employees whose occupations would be classified in more than one occupational cluster.

6. Resources should be given at least a week's notice of the date their services will be needed.

Career Learning Resource Center

A learning resource center can be established in any Occupational Orientation classroom. Many teachers have found the career learning resource center to be especially useful when studying the occupational clusters. A section of the room should be identified as the "center" and stocked with available resource materials. Furniture, room dividers, file cabinets, book shelves, and other equipment may be used to isolate and organize the area for efficient use. Ideally, tables, chairs, and other furniture should be arranged to allow quiet, self-directed study. The center should be attractively decorated so that it is a fun place to engage in career development activities.

Many types of resource materials may be included in the center, including reference books, such as Dictionary of Occupational Titles; career-oriented magazines; brochures; pamphlets; career games; film strips; and audiovisual equipment. Regardless of the types of available resources, they should be organized and presented in such a manner that minimal teacher direction is required. Instructions for using some materials may be presented on posters or bulletin boards. The teacher may wish to devote a class period to explaining use of the learning center. Students should be encouraged to maintain the center in good working order so that it is always available to interested persons, and various management strategies may be applied to ensure that the center is efficiently and effectively used. For example, materials may be checked out as if the center were a lending library. Also, students may participate in a point or incentive system in which they earn opportunities to play career games by completing certain assignments.

Planning Instruction for Semester or Full–Year Program

The following time allotments for each area of study are suggested. Your first and foremost concern should be that the essential elements for your program are addressed.

AREA OF STUDY	SEMESTER (18 weeks)	FULL YEAR (36 weeks)
SELF APPRAISAL	3 weeks	6 weeks
ECONOMIC AND SOCIETAL FACTORS	3 weeks	6 weeks
OCCUPATIONAL CLUSTERS	9 weeks	18 weeks
EDUCATIONAL PLANNING	3 weeks	6 weeks

In the past, Occupational Orientation teachers have felt that they must finish instruction in one area of study before proceeding to the next, e.g., all information in the self-appraisal guide must be covered before instruction in the economic and societal factors guide begins. This is not the case. There is no right or wrong way to sequence information presented; you know your students and how much information can be covered in your program. Of course, it is evident that certain instruction will be prerequisite to others in order to achieve the goals of the program. For example, in occupational investigation, self appraisal needs to be covered before occupational clusters, just as occupational clusters needs to be covered before educational planning so that students will have acquired information about themselves and compared it to information about occupations before developing high school schedules. That is, high school schedules should contain courses that will assist in preparing students for their career pursuits.

The revised instructional guides for Occupational Orientation contain more information than you can possibly cover in a semester, or even in a full-year program. The units of instruction are designed so that information sheets and activity sheets may be pulled from the total unit of instruction and utilized. Every activity in each unit of instruction does not necessarily need to be completed by the students in order to achieve the desired terminal behavior. However, do keep in mind that the units are arranged in such a manner that students are taken through a series of simple steps (specific objectives) that

will assist them in reaching the complex step (unit objective). Some students, especially those with special needs, may need to complete every activity and more, in order to achieve the desired terminal behavior.

STEPS FOR PLANNING INSTRUCTION
(Self-appraisal, economic and societal factors, educational planning)

1. Become familiar with the information presented in each instructional guide.

2. Using the reference sheet as a guide (found on page 47), pull those units from the instructional guides which address the essential elements.

3. Determine the components of the units that address the essential elements--information sheets, activity sheets, and what part or parts of the unit test evaluate mastery of the essential elements.

4. Estimate how long you think it will take your students to complete and to master the information. Be sure to give yourself ample time.

5. Determine how you will sequence instruction of the four areas. You will notice that when looking at the reference sheet, units from different areas of study address a single essential element. For example, the essential element, "Recognize opportunities and options for business ownership" is addressed in Unit IX of the Educational Planning Instructional Guide and Unit VII of the Economic and Societal Factors Instructional Guide.

6. Choose the method of instruction you wish to utilize for the occupational clusters (described below).

7. Using your school calendar, block off the dates you will use for instruction in these essential elements.

8. If you have time, choose from the other student-learner outcomes (described on page 45) to complete a tentative plan of instruction for the remainder of the semester or year.

INSTRUCTIONAL DELIVERY OUTLINE

Many occupational investigation teachers have requested assistance in developing an instructional delivery outline which will ensure that the essential elements are addresed and, yet, will provide some continuity to the information presented. The following example presents a plan for providing instruction for a semester program, including estimated time on task. It does not represent a Texas Education Agency requirement. Please note that this outline demonstrates that several essential elements can be addressed in one lesson. For information concerning evaluation of student's mastery, see pages 34-38.

Instructional Delivery
Outline Key

Instructional Guides

S.A.I.G. - Self-Appraisal Instructional Guide
E.S.I.G. - Economic and Societal Instructional Guide
O.C.I.G. - Occupational Clusters Instructional Guide
E.P.I.G. - Educational Planning Instructional Guide

Occupational Investigation Essential Elements (O.I.E.E.)

(1) Concepts and skills necessary for self-appraisal. The students shall be provided opportunities to use standardized or informal test data to appraise such factors as:
   (A) personal interests;
   (B) aptitudes;
   (C) achievement level;
   (D) academic potential;
   (E) life styles; and
   (F) social/emotional needs.

(2) Concepts and skills related to the occupational clusters. The student shall be provided opportunities to:
   (A) identify and analyze the occupational clusters to achieve a broad understanding of the world of work including new and emerging occupations;
   (B) concentrate individual study on clusters related to personal interests and aptitudes to develop skills in utilization of sources of occupational information;
   (C) train in decision-making skills to establish a method for continuing occupational decision-making throughout life;
   (D) utilize job information to learn about duties, educational requirements, training, salary, and other pertinent job-related factors;
   (E) develop employability skills;
   (F) develop realistic perceptions of the world of work; and
   (G) participate in visits to work sites.

(3) Concepts and skills associated with socioeconomic factors related to occupations. The student shall be provided opportunities to gain an understanding of the economic system to:
   (A) determine attitudes toward work;
   (B) describe those things that contribute to positive human interrelationships on the job;
   (C) determine changes in work and life style resulting from changing economic and technological conditions.

(4) Concepts and skills needed for educational planning. The student shall be provided opportunities to:
   (A) acquire an awareness of available educational training and resources through visits to high school programs, both academic and vocational, area vocational schools and programs, and postsecondary schools and programs, or

by bringing representatives of these schools and programs into the classroom; and

(B) develop a tentative educational plan for high school.

Essential Elements Common to All Vocational Programs (C.E.E.)

(1) Leadership concepts and skills. The student shall be provided opportunities to:
   (A) identify characteristics and responsibilities of leaders and effective group members;
   (B) participate in orderly meetings conducted according to parliamentary procedure (optional in occupational orientation);
   (C) function effectively on committees (optional in occupational orientation);
   (D) plan and conduct leadership activities; and
   (E) prepare for effective citizenship and participation in our democratic society.

(2) Concepts and skills related to successful employment. The student shall be provided opportunities to:
   (A) develop an awareness of employment opportunities in chosen field;
   (B) practice correct procedures for job application and interview;
   (C) develop the ability to take and follow both oral and written directions;
   (D) practice punctuality and dependability;
   (E) observe rules and standards of the work place;
   (F) demonstrate an ability to work with others harmoniously;
   (G) develop responsibility and the ability to follow through on assigned tasks; and
   (H) exhibit productive work habits and attitudes.

(3) Concepts and skills associated with entrepreneurship. The student shall be provided opportunities to:
   (A) recognize opportunities and options for business ownership;
   (B) identify entry-level procedures, planning processes, and terms needed to open a business; and
   (C) develop an understanding of the role of small business in the free enterprise system.

OCCUPATIONAL INVESTIGATION
INSTRUCTIONAL DELIVERY OUTLINE
(SEMESTER PLAN)

INSTRUCTIONAL AREA/STUDENT-LEARNER OUTCOME	INSTRUCTIONAL GUIDE AND UNITS OF INSTRUCTION	APPROXIMATE TIME ON TASK	ESSENTIAL ELEMENTS(S)
I. Introduction of course, class rules, successful employment	E.S.I.G. - II, III, IX (section which emphasizes democracy) S.A.I.G. II	3 days	C.E.E. 1D, 1E, 2C, 2D, 2E, 2F, 2G, 2H; O.I.E.E. 3B
NOTE: Many teachers choose to relate their class rules to the principles of successful employment. This is an excellent way to address many of the common essential elements. Although cognitive mastery of these elements will be evaluated with the unit tests, individual student's demonstrated mastery performance should be evaluated throughout the course and, therefore, should be evaluated accordingly. For further information concerning this model, see pages 219-227.			
II. Why Work?	E.S.I.G. - VI, VII	3 days	O.I.E.E. 3A
A. Function of work on socioeconomic system			
B. Determine own attitudes toward work	S.A.I.G.- I (specific objectives 13-15)		
C. Completing government-regulated work tasks			
D. Laws affecting workers			
III. Self-Appraisal			
A. Understanding Yourself--(overview of all self-appraisal terms; importance of relationship to effective career planning stressed)	S.A.I.G. - I (specific objectives 1 - 12)	2 days	O.I.E.E. - 1A, 1B, 1C, 1D, 1E, 1F
B. Locating and Utilizing Occupational Information (necessary that instruction be provided here to assist in matching personal qualities to career options	O.C.I.G. - I	3 days	O.I.E.E. - 2B, 2D
C. Interests	S.A.I.G. III	3 days	O.I.E.E. - 1A
D. Aptitudes	S.A.I.G. V	3 days	O.I.E.E. - 1B
E. Achievement level; academic potential	S.A.I.G. IV	1 day	O.I.E.E. - 1C, 1D
F. Lifestyle aspirations; social/emotional needs	S.A.I.G. I (specific objective 8); E.P.I.G. IV (specific objective 9); E.P.I.G. I (activity sheet 4)	1 day	O.I.E.E. - 1E, 1F

IV. Orientation to Occupational Clusters	O.C.I.G. - II	2 days	O.I.E.E. - 2A
Fifteen Clusters Study	O.C.I.G. III - XVII	40 days	O.I.E.E. 2A; 2B; 2D 2F; 2G(responsibility of teacher to arrange); C.E.E. 2A
V. Entrepreneurship	E.P.I.G. - VII (objectives 1, 12 & 13) E.S.I.G. Unit IX	1 day	C.E.E. 2A, 3A, 3B, 3C; O.I.E.E. 2F
VI. Job Application and Interview	E.S.I.G. - I	3 days	C.E.E. 2B; O.I.E.E. 2E
VII. Goals	E.P.I.G. - I	1 day	O.I.E.E. 2C
VIII. Educational Training Alternatives	E.P.I.G. - VII	3 days	O.I.E.E. - 4A (responsibility of teacher to arrange visits and/or guest speakers)
IX. Leadership (could relate this element to participation in youth organizations	S.A.I.G. VI	1 day	C.E.E. 1A
X. Career Planning			
A. Decision-making skills	E.P.I.G. II	2 days	O.I.E.E. 2C
B. A Look at the Future--changes in work and lifestyles due to economic and technological conditions	E.P.I.G. III	1 day	O.I.E.E. 2F; 3C
C. Making Career Plans	E.P.I.G. IV	2 days	O.I.E.E. 4B
D. An in-depth look at local high school curriculum	E.P.I.G. V	2 days	O.I.E.E. 4B
E. Developing a tentative high school schedule	E.P.I.G. VI	3 days	O.I.E.E. 4B

Total instructional days - 80
Approximately seven days leeway allowed for testing dates, local school district activities, etc.

STEPS FOR PLANNING INSTRUCTION OCCUPATIONAL CLUSTERS

Most occupational investigation teachers will agree that they have more problems with instruction in the occupational clusters. They state that students are less motivated; and it is difficult to schedule field trips, guest speakers, etc., that pertain to the occupational cluster being investigated at the time instruction in that cluster is being done. The occupational clusters area of study, however, is crucial to achieving the goals of the program.

Even though the occupational clusters classification system is used, it does not mean that field trips, guest speakers, films, etc. must be scheduled at the exact point in instruction when a particular cluster is being investigated. Keep in mind the reason the cluster system is used is to help students investigate a large number of occupations in order to make meaningful and informed educational/career choices. In addition, the cluster classification system provides a means of instructional manageability for you. Can you imagine trying to provide instruction in the different occupations available without some sort of classification system? It is not as important for the students to be able to match occupations to the correct cluster in which they belong, as it is for them to be able to name at least five occupations in each cluster. By being able to recall at least five occupations in each cluster, after studying all 15 clusters, the students will have been exposed to a minimum of 75 occupations. In addition, research shows that students will recall only those occupations which spark an interest of some kind, thus the blending of the self-appraisal and occupational clusters areas of study. The revision of the Occupational Clusters Instructional Guide has been made to allow for either group or individualized, self-paced instruction.

GROUP METHOD OF INSTRUCTION OCCUPATIONAL CLUSTERS

If you choose to use the group method of instruction--the information presented will be the same for every member of the class, i.e.,:

1. Unit I--Locating Information About Occupations will be presented.

2. Unit II--Orientation to the Occupational Clusters will be presented.

3. The 15 cluster units will follow--the method of instruction for each cluster will be the same.

    a. An overview of the cluster will be given--family concept will be explained and students will look over examples of occupations.

    b. ACTIVITY SHEET 1 will be completed by the students.

c. ACTIVITY SHEET 2 will be completed by the students. Information on utilizing activities in the guide which will assist students in mastering the essential elements are found on the sheet. NOTE: It is not a mandate that students participate in visits to work sites for every cluster.

d. ACTIVITY SHEET 3 lists activities which you may use to assist students in understanding the work tasks of occupations classified in the cluster. Choose from the activities listed.

e. Students should satisfactorily (you determine the grading scale) complete the cluster unit test before proceeding to the next cluster unit.

SELF-PACED METHOD OF INSTRUCTION OCCUPATIONAL CLUSTERS

Although the initiation of a self-paced method of instruction will be difficult at first, you will find that your students will be more highly motivated and will be able to spend more time investigating the cluster(s) that interest them. This method of instruction is especially effective with special needs students. Students have a feeling of achievement as they complete one activity, have it verified by a teacher, and can move to the next activity.

Steps for Self-Paced Success

1. Determine the amount of time you wish to allow for study of the occupational clusters--students will need to be monitored to ensure the completion of all 15 cluster units in the time allotted.

2. The first two units of the Occupational Clusters Instructional Guide will be presented to the students as a group. After the students understand how to locate information concerning occupations and the reasoning behind classifying occupations in clusters, self-paced instruction concerning the 15 clusters can begin.

3. Field trips, guest speakers, and films should be scheduled as closely as possible to the time when instruction in a particular cluster is supposed to be conducted by the students. However, because completion of the units of instruction dealing with the 15 clusters is self-paced, a few days leeway is expected.

4. Student packets should be made using each of the 15 cluster units of instruction. For example, each student will have 15 packets to complete. The packets should include the unit objective sheet, information sheet and activity sheets, and students should be given progress charts, located on pages 241 and 243. Some teachers prefer to make enough copies of the supplementary activities

section for use by their largest class. They then laminate the copies, indicate they are class copies, and keep them readily available for use with all clusters. (Unit tests should be given to the students when they complete each packet)

5. Students should work through each cluster packet in the following manner:

   a. Students will read the objective sheet.

   b. Students will read the information sheet containing the list of occupations classified in the cluster.

   c. Using the information sheet, the students will complete ACTIVITY SHEET 1.

   d. Students will complete ACTIVITY SHEET 2 in this manner: Essential element A can be accomplished by the students' completing one of the activities in Section 1 of the supplementary section of the Occupational Clusters Instructional Guide which exposes students to a variety of occupations (You may wish to assist students in completing the games); essential element B can be accomplished by completing the activities located in SUPPLEMENTARY ACTIVITIES SECTION 2 or activity sheet 3; essential elements C and D can be accomplished by the students' completing the OCCUPATIONAL REPORT FORM. Essential element E is addressed in the economic and societal factors area of study and in the common essential elements. It will be addressed when providing instruction in these areas. Essential Elements F and G can be accomplished by the completion of activities in supplementary section 4. In completing Essential Element B, keep in mind that students should not be required to concentrate individual study of occupations in every cluster being investigated--not every cluster will interest every student. Therefore, for grading purposes, this essential element can be accomplished by completing at least one activity from Section 2 of the Supplementary Activities Section. Students may, however, choose to complete additional individual study activities; if students choose to do so, they should receive extra credit.

   e. Students must pass the unit test with at least 90% accuracy before proceeding to the next cluster unit.

Grading Procedures--Occupational Clusters

Because most of the activities located in the Occupational Clusters Instructional Guide dealing with the occupational clusters will require subjective grading, the following is an explanation of an alternative method of grading to utilize:

BEST COPY AVAILABLE

THE MINIMUM STUDENTS MUST COMPLETE TO RECEIVE AN A:	NUMERICAL POINT VALUE
ACTIVITY SHEET 1	1 pt. each x 15 clusters = 15 pts.
ACTIVITY SHEET 2	
Essential Element A (Activities found in supplementary section 1)	1 pt. each x 15 clusters = 15 pts.
Essential Element B (Activities found in supplementary section 2)	1 activity = 15 pts.
Essential Elements C and D (OCCUPATIONAL REPORT FORM)	1 pt. each x 15 clusters = 15 pts.
Essential Elements F and G (Activities found in supplementary activities section 4 and/or Activity sheets of each cluster unit)	1 pt. each x 15 clusters = 15 pts.
UNIT TEST (Must be completed with a minimum of 90% accuracy)	1 pt. each x 15 clusters = 15 pts.
	TOTAL 90 pts.

BREAKDOWN OF NUMERICAL POINT VALUES TO LETTER GRADES:

90 - ?	A
80 - 89	B
75 - 79	C
70 - 74	D

69 - below--actual number grade earned. You may, at your discretion, record a 50 for any numerical grade earned that is lower than 50.

Keep in mind that a student earns a minimum of 5 points when he/she completes a cluster unit. Of course, students may earn extra credit by completing more than one individual study activity (Essential element B) and/or by completing assignments you designate as being for extra credit. NOTE: If you allot nine weeks for occupational clusters instruction, the students' points accumulated at the end of the six weeks reporting period may not be indicative of the grades deserved.

The best way to avoid this problem is to set time schedules for the completion of the units. If the students have not completed the number of units specified to be completed in the reporting period, their grades will reflect this. For example, if you specify that the Agri-Business and Natural Resources, Business and Office, Communications and Media, Construction, Consumer and Homemak-

ing, Environment, Fine Arts and Humanities, Health, Hospitality and Recreation, Manufacturing, and Marketing and Distribution Cluster units must be completed during a six weeks reporting period, the students will need a minimum of 55 points to receive an A (11 units x 5 pts. each unit = 55). Students would then have an additional three weeks to complete the other four cluster units, which will earn them 20 points. In addition the students should, at the end of the nine weeks of instruction in the occupational cluster area of study, have completed an individual study activity (essential element B) which is worth 15 points. Therefore, the minimum score of 90 for an A (55 + 20 + 15) is achieved.

Classroom Management Techniques

Innovative and creative methods for increasing student participation and responsibility should be explored. Classroom management methods which teach or reinforce the skills needed in the world of work are important. Of course, the abilities and maturity level of your students should also be considered. Various model classroom management techniques have been devised by Occupational Orientation teachers over the last few years; it is up to you to choose the system that will work best for your local teaching situation. A sample model classroom management system is included in this section.

Although variations of this model may be utilized, the initiation and planning of this system will be time-consuming; however, the students achieve a realistic perception of what actually occurs in a business/industry, and, therefore, will acquire the attitudes and behaviors that will assist them in being an effective employee when they obtain their chosen occupations.

DETERMINING CLASS RULES

Class rules should be determined on a cooperative basis by you, your students, and your local school district policy. Rules which would be utilized in a working situation (i.e., those things done by an employee which would require action to be taken by a supervisor) should be added to your list. The following is an example of class rules which can be utilized that incorporate local school district policy, rules of a work place, and the common essential elements for all vocational programs.

1. Follows directions, both oral and written, given by supervisor (teacher)
2. Demonstrates punctuality and dependability
3. Demonstrates responsibility in completing job tasks

4. Seeks and secures permission before leaving work area

5. Respects work place property

6. Follows rules, standards, and policies of the work place (this could be local school district policy)

7. Demonstrates the ability to work cooperatively with others

8. Exhibits work habits and attitudes that increase productivity

Class rules should be posted in full view at all times. Just as in an actual work place, any time a student/employee breaks one of these rules, some sort of action should be taken.

MODEL CLASSROOM MANAGEMENT SYSTEM

The class should be organized like a business so every student has a responsible job and is rewarded for participating in the business and obeying classroom rules.

Establishing the System

The teacher will need specific materials to begin this management system:

Set of time cards--3" x 5" index cards cut to 3" x 2 1/2" for class time cards

Time card holders--one per class, color-coded

Set of job descriptions--typed on 3" x 5" index cards

Job description card holder--placed on bulletin board

Absentee slips--provided by your school district

Absentee slip holders--placed on bulletin board with instructions

Payroll register

Personnel Action Log

Paychecks--enough duplicated for every student enrolled in the program to receive a check every two weeks.

Reprimand Forms

Deposit slips

Company Depository and Deductions Record

Checks (to be written by student at auction)

The following instructions and directions should be used to prepare materials for the time card payroll system.

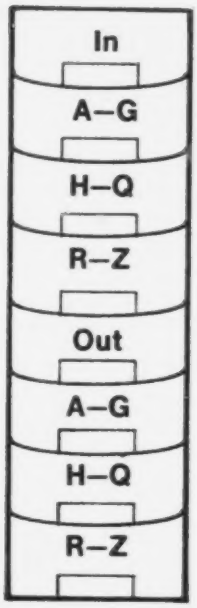
Instructions For Making Time Cards

Cut 3" x 5" index cards in half so that there are two cards 3" x 2 1/2".

Prepare time cards (list last name first).

Name Jones, Susan

	In	Out	Job
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			



Pattern For Time Card Holder

MATERIALS: 22" x 28" colored posterboard
scissors
ruler
glue
colored marker pens

INSTRUCTIONS:

Using model to the right,

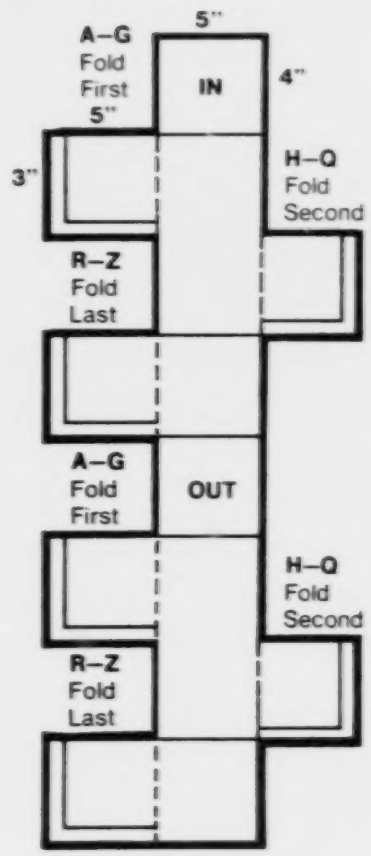
1. Measure, draw, and cut holder by following dimensions:
   horizontal lines--five inches
   vertical lines--three inches
   Four inch sides on "IN" and "OUT" sections

2. Fold along dotted lines.

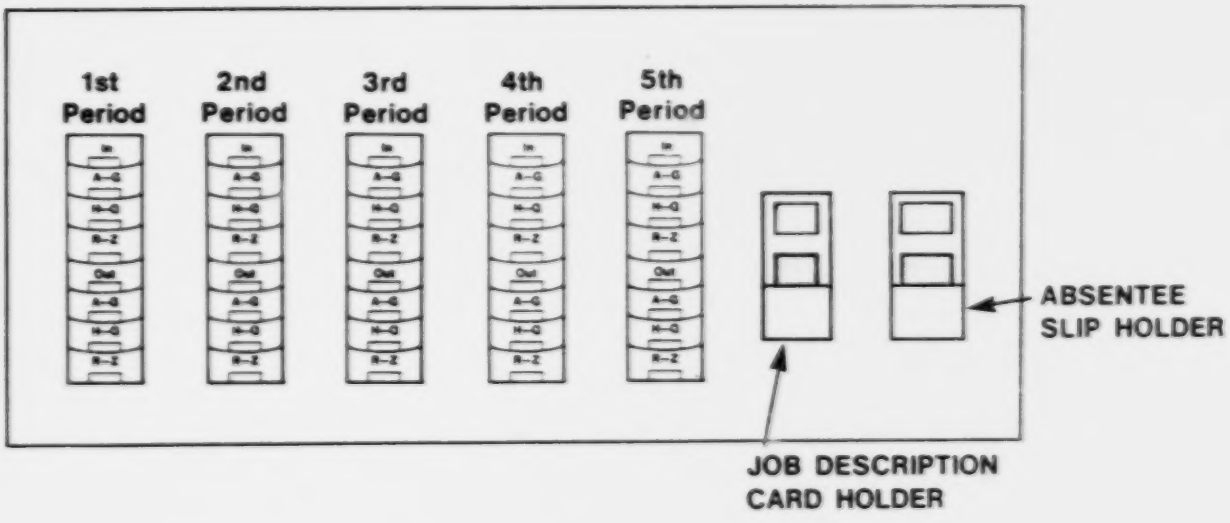
3. Glue along shaded lines (approximately one inch wide).

4. Mark as indicated on model.

5. Make holder for each class, each in a different color.



Time Card Bulletin Board Example



Sample

Directions for Job Description Cards

Type each of the following on a 3" x 5" index card. Laminate if possible before inserting in holder for student use.

POLLUTION CONTROL OFFICER

Checks room to make sure everything is left neat and in order; reports anyone making a deliberate mess to the company president (teacher)

SECRETARY

Keeps record of daily activities; writes letters of appreciation to visitors and/or places visited

TIME CARD MANUFACTURER

Makes new time cards when necessary; places new cards into slots; helps file clerk when necessary

RECEPTIONIST

Answers the door and helps whoever is there without disturbing the class; runs errands as needed

AUDIOVISUAL TECHNICIAN

May set up filmstrip or film in projector; may operate all machines during class time; will be in charge of obtaining and returning filmstrips and films and machines to designated places as needed

FILE CLERK

Distributes materials when asked; checks class file and returns graded papers; keeps career games, kits, and other materials in order

PERSONNEL ACTION OFFICER

Assists company president (teacher) in recording reprimands, staples reprimands to time cards, and records reprimand information in the Personnel Action Log

BOOKKEEPER

Determines students' net pay by obtaining information concerning unexcused absences from the company president (teacher) and totaling docks (obtained from the Personnel Action Log); completes payroll register and gives it to payroll clerk

PAYROLL CLERK

Writes checks to employees; initials amount paid to each employee in the Payroll Register as checks are issued

CASHIER

Issues deposit slips and records amounts deposited in the company depository and deduction record; assists company president (teacher) in determining if students have sufficient funds to purchase items/services when they write checks at the auction

ATTENDANCE SUPERVISOR (shares duties with Time Card Supervisor)

Checks time cards to see who is absent; marks absentees on time cards; records absences on absentee slip; shows absentee slip to company president (teacher); helps check roll on field trips

TIME CARD SUPERVISOR (shares duties with Attendance Supervisor)

Passes out cards to incoming students; takes up cards from students after date is recorded; puts cards in alphabetical order in appropriate slot; gives attendance supervisor those time cards of students who are absent.

NOTE: The units dealing with personal money management (in the Economic and Societal Factors Instructional Guide, page 341) should be addressed before attempting to complete this classroom management system.

Procedures

All students are assigned a job by the company president (teacher). Jobs are assigned from those included in the job description cards list. After students are assigned jobs, they borrow and read the description cards for their specific assignments. These cards should be located in a holder. Jobs are rotated every two weeks so students may learn more than one job. Only one person assumes a given job at a time; however, pollution-control officer positions are taken by those who do not have another job.

Each school day, the time card supervisor removes the time cards from their holders and passes them out to employees. The employees record the date under the "in" category. Those cards that are left are taken back to the time card board by the time card supervisor and placed in alphabetical order under the "out"

section. The attendance supervisor removes these cards, records the date under the "out" category, records the students' names on the absentee slip, and gives it to the company president (teacher). The teacher records the information in his/her grade book and places the absentee slip in the absentee slip holder. The company president (teacher) determines, as a result of the decision made by the Chairperson, Board of Directors (principal), whether the absence was excused. Students will receive one dock for each unexcused absence.

When a student breaks an established rule, the company president (teacher) completes a reprimand form (students should not receive any warnings before a reprimand is issued). The teacher, at the end of the class period, gives all reprimand forms written during the class period to the personnel action officer, who attaches and records the information in the Personnel Action Log. The number of reprimands issued during a pay period acts as docks, and, therefore, they along with attendance, determine the total amount of pay the students will receive. Each dock should be worth 15 points off weekly citizenship grades and $10.00 off their pay. For example:

DOCKS/REPRIMANDS (Worth 10 dollars)	UNEXCUSED ABSENCES (Worth 10 dollars)	NET PAY
0	0	$100.00
1	1	$80.00
5	4	$10.00

Each week, all reprimand forms issued should be placed in the individual students' student-learner outcome folders, or other students' folders if you do not utilize these, should further documentation be needed. These forms will be removed when the student has completed your program.

Weekly citizenship grades are averaged for the six-week reporting period to arrive at the grade that appears on the students' report cards. Severe misbehavior (fighting, verbal abuse, weapons possession, etc.,) should be dealt with by the Chairperson, Board of Directors (principal), and the students collectively should determine the effect of such behavior on pay and citizenship grades.

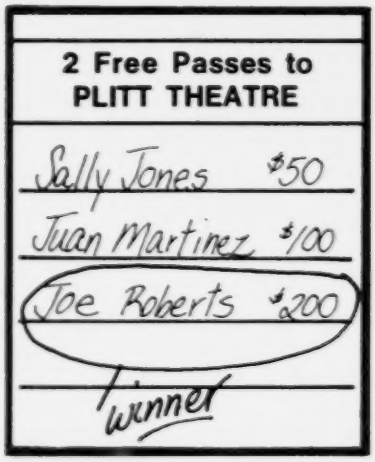
One day should be set aside at the end of two weeks to complete paychecks, assign new jobs, and to make new time cards. In addition, students should be given the opportunity to deposit their paychecks.

Students should be able at the end of the six weeks reporting period, or at the end of the semester, to use their pay earned to purchase something of value. The following are two suggestions to utilize:

Auctions

1. At the beginning of the school year, secure the commitment of local merchants to provide services and/or items to be used in auctions. Explain that by using this classroom management method, you are laying the foundation for attitudes and behaviors that will be of great benefit to the students as future employees. NOTE: Many fast food chains are eager to provide assistance to public schools.

2. Most teachers prefer to have an auction at the end of every semester instead of every six weeks, in order to allow for more items/services to be available and to avoid the hassle of organization. Because the students could have accumulated up to $1800.00 at the end of a semester, it is very likely that you will see items/services go for very high amounts. Although a real auctioneer will certainly add realism to the event, because of H.B. 72 rules governing minimum interference in the school day, perhaps the best method to employ is a silent auction. Descriptions of all the items/services available for bidding are printed on cards and placed on tables for view and bidding by the students before school, at lunch, and after school. Students "bid" on items/services by writing their names and the amount they wish to bid on the sheets of paper. The students' names and amounts that appear at the bottom of the sheets of paper at the conclusion of the auction will be awarded the item/service on which they bid.



Students should then write checks [made payable to (Name of Business/Auction)] for the amount they bid.

Representatives of local media should be invited to attend the conclusion of the auction, and the names of merchants who have contributed items/services to the auction should be provided to

them. In addition, students should write thank-you letters to the merchants who contributed the items/services they obtained.

Class Period Competition

Award the class period that accumulates the highest number of points (pay) during the six weeks or semester with a special privilege--examples are: pizza party (pizza and drinks donated by local business), special field trip for the class, etc. Make a chart, place it where all students can see it, and record weekly the points accumulated by each class period.

Using Students to Evaluate the Effectiveness of your program

When evaluating the effectiveness of a program, not only should students' mastery of material presented be evaluated, but their true feelings concerning the organization of the program itself and whether the information presented is worthwhile are important as well. Every teacher should, therefore, at the end of a semester or year (depending on when the students exit the program), seek input from the students concerning their feelings toward the program. Remember, the only way to improve a situation is to know what needs improving. Although students are usually more than willing to provide input, they often need a guide of some type to assist them in knowing exactly what they are evaluating. The following are examples of questions that you may pose to students in the form of a student survey: (NOTE: Some teachers prefer to rephrase the questions so they fit in a Likert scale, i.e., students answer the questions on a scale of 1 - 4, 1--not at all, 2--slightly, 3--some and 4--yes!)

1. In your own words, tell what the major goal of this course is.
2. What did you like most about his class?
3. What did you like least about this class?
4. Would you recommend this class to other students?
5. Did this course help you learn about yourself?
6. Do you have a better idea of the different occupations available to you?
7. What do you remember most about this class?
8. Did this course help you in preparing your high school schedule?

9. Did you feel that the activities we did in the class were worthwhile? Fun?

10. Do you have a better idea of what is involved in getting a job?

11. Did this class help you make a decision about your career plans?

12. List ways you would recommend for improving this course.

13. List any other comments you wish to make.

Remember that to get candid comments, you will need to make sure students understand that they will be answering the survey anonymously.

Program Improvement Services

Obviously, this chapter could not include every organizational method deemed successful by experienced Occupational Orientation teachers. You can, however, learn what other teachers have found to be time and effort savers by attending the Texas Vocational Guidance Program Improvement Summer Workshop.

Subject to the availability of funds, the Texas Education Agency annually sponsors Program Improvement Workshops during early August. These workshops provide an excellent opportunity for Occupational Orientation teachers to share their success stories, to discuss problems, and to prepare themselves for the next school year. In addition, the Texas Education Agency issues contracts to those higher education institutions approved to offer Occupational Orientation certification courses. These contracts provide moneys for the institutions to provide technical assistance and inservice training throughout the year to school districts in their geographical areas.

For further information regarding the workshops and/or services, contact the Texas Education Agency at (512) 463-9443.

PAYROLL REGISTER

Employee Name	Gross Pay	Reprimands	Unexcused Absences	Net Pay	Payroll Clerk Initials

PERSONNEL ACTION LOG

Week of _____

Student Names	Reprimands (place a check and # of rule broken)				
	M	T	W	TH	F

SAMPLE PAYCHECKS

OCCUPATIONAL ORIENTATION, INC.

_____ 19 ____

PAY TO THE
ORDER OF _____

_____ DOLLARS

_____
PAYROLL CLERK

OCCUPATIONAL ORIENTATION, INC.

_____ 19 ____

PAY TO THE
ORDER OF _____

_____ DOLLARS

_____
PAYROLL CLERK

OCCUPATIONAL ORIENTATION, INC.

_____ 19 ____

PAY TO THE
ORDER OF _____

_____ DOLLARS

_____
PAYROLL CLERK

SAMPLE REPRIMAND FORM

SAMPLE REPRIMAND FORM

NAME _____ DATE _____

REASON _____

_____

_____

COMPANY PRES.

SAMPLE REPRIMAND FORM

NAME _____ DATE _____

REASON _____

_____

_____

COMPANY PRES.

DEPOSIT SLIPS

DATE _____ 19 ____

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

CURRENCY

COIN

CHECKS

TOTAL FROM OTHER SIDE

TOTAL

LESS CASH RECEIVED

Total Deposit

000-00
000

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

PRACTICE CHECKSET
NON-NEGOTIABLE

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

⑈0000⑈0000⑈ 01⑆48⑆1378⑈

DATE _____ 19 ____

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED.

CURRENCY

COIN

CHECKS

TOTAL FROM OTHER SIDE

TOTAL

LESS CASH RECEIVED

Total Deposit

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DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

PRACTICE CHECKSET
NON-NEGOTIABLE

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

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DATE _____ 19 ____

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CURRENCY

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CHECKS

TOTAL FROM OTHER SIDE

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LESS CASH RECEIVED

Total Deposit

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DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

PRACTICE CHECKSET
NON-NEGOTIABLE

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

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COMPANY DEPOSITORY AND DEDUCTIONS RECORD

Depositor's Name	Amount Deposited / Date	Deductions							

NAME _____

PERIOD _____

Progress Chart – Occupational Clusters

Agri-business & Natural Resources	Business & Office	Communications & Media	Construction	Consumer & Homemaking	Environment	Fine Arts & Humanities	Health
Activity Sheet 1 Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:
Activity Sheet 2 Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.
Activity Sheet 3 Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:
TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**

NAME _____

PERIOD _____

Progress Chart – Occupational Clusters

Hospitality & Recreation	Manufacturing	Marine Science	Marketing & Distribution	Personal Service	Public Service	Transportation
Activity Sheet 1 Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:
Activity Sheet 2 Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.
Activity Sheet 3 Type of activity: _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity: _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity: _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity: _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity: _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity: _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity: _____ _____ _____ _____ _____ Completion Date:
TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**

Chapter 10
HOW DO I OBTAIN CAREER GUIDANCE MATERIALS?

Introduction

In addition to the state-approved instructional materials developed by the Occupational Curriculum Laboratory mentioned on pages 192-193, a wealth of career guidance materials is available from commercial companies. Therefore, this chapter is devoted to providing names and addresses of commercial companies who sell career guidance materials applicable for use in the Occupational Orientation program. In addition, because many Occupational Orientation teachers are choosing to add computer applications to their curriculum, an annotated bibliography of career guidance software is also provided. You can obtain catalogs, free of charge, by writing the company and requesting information concerning available career guidance materials.

It is recommended that a sample copy of the item(s) being considered for purchase be requested on a 30-day preview basis to ensure relevancy to catalog descriptions. The listing of career guidance materials vendors in this section should by no means be considered exhaustive, nor should it be considered indicative of an endorsement by the Texas Education Agency, East Texas State University, or the Occupational Curriculum Laboratory.

Career Guidance Materials Resources

The Academy for Economic Education--(Provides activities dealing
1000 Virginia Center Parkway with entrepreneurship and free
Richmond, VA 23295 enterprise)

Advisory Council for Technical Vocational Education
P. O. Box 1886
Austin, TX 78767

Allied Education Council
P. O. Box 78
Galvin, MI 49113

American College Testing Program
P. O. Box 68
Iowa City, IA 52243

Arco Publications Co.
Educational Division
215 Park Ave. South
New York, NY 10003

Bell & Howell
Old Mansfield Rd.
Wooster, OH 44691

Bennett & McKnight Publishing Co.
809 W. Detweiller Dr.
Peoria, IL 61615

Berwall Productions, Inc.
839 Stewart Ave.
Garden City, NY 11530

Cambridge Career Products
723 Kanawha Blvd. East
Charleston, WV 25301

Career Aids, Inc.
20417 Nordhoff St., Dept. W765
Chatsworth, CA 91311

Career Counseling Services
2024 Robin Drive
Fairfield, CA 94533

Career Publishing, Inc.
910 N. Main St.
P. O. Box 5486
Orange, CA 92667

Career Skills Assessment Program of the College Board
P. O. Box 2846
Princeton, NJ 08541

Careers, Inc.
P. O. Box 135
Largo, FL 34294-0135

Center for the Humanities, The Communications Park
Box 1000
Mt. Kisco, NY 10549

Changing Times Education Service
300 York Ave.
St. Paul, MN 55101

Charles E. Merrill Publishing Co.
1300 Alum Creek Dr.
Columbus, OH 43213

Chronicle Guidance Publications
Aurora Street
Moravia, NY 13118

Classroom Reading Service, Inc.
945 M. South Greenwood Ave.
P. O. Box 747
Montebello, CA 90640

Classroom World Productions
c/o National School & Industrial Corp.
P. O. Box 28166
Raleigh, NC 27611

Cole Supply
P. O. Box 1717
Pasadena, TX 77501

Counselor Films, Inc.
146 Montgomery Ave.
Bala Cynwyd, PA 19004

Current Affairs Films
24 Danbury Rd.
Wilton, CT 06897

Curriculum Innovations, Inc.
P. O. Box 310
3500 Western Ave.
Highwood, IL 61140

Curriculum Publishing Clearinghouse
Western Illinois University
Horrabin Hall #46
Macomb, IL 61455

Denoyer-Geppert Audiovisuals
5235 N. Ravenswood Ave.
Chicago, IL 60640

Edits
P. O. Box 7234
San Diego, CA 92107

Education Development Center
55 Chapel St.
Newton, MA 02160

Fairchild Books & Visuals
7 East 12 Street
New York, NY 10003

Fearon Publishers
6 Davis Dr.
Belmont, CA 94002

Freebies Magazines--(Provides a listing of resources which may be secured free of charge)
P. O. Box 20283
Santa Barbara, CA 93120

Gregg/McGraw Hill
P. O. Box 996
Norcross, GA 30091

Harvest Educational Labs
73 Pelham St.
Newport, RI 02840

Houghton Mifflin, Inc.
Dept. 70, Box 683
Hanover, NH 03755

Ideal School Supply Co.
Oak Lawn, IL 60453

Instructional Materials Lab
University of Missouri-Columbia
10 Industrial Ed. Bldg.
Columbia, MO 65211

Janus Book Publishers
2501 Industrial Pkwy West
Hayward, CA 94545

J. C. Penney Co. Inc.
Consumer Affairs Dept.
Educational Relations
1301 Ave. of the Americas
New York, NY 10019

Julian Messner Publishers
Simon & Schuster Bldg.
1230 Ave of the Americas
New York, NY 10020

J. Weston Walch, Publishers
321 Valley St.
Portland, ME 04104

King Features
Education Division
Dept. 1197, 235 East 45th St.
New York, NY 10017

Lakeshore Curriculum Materials, Inc.
2695 E. Dominguez St.
P. O. Box 6261
Carson, CA 90749

Learning Tree Filmstrips
P. O. Box 4116
Englewood, CO 80155

Lothrop, Tree & Shepard Company
105 Madison Ave.
New York, NY 10016

Mafex Associates, Inc.
90 Cherry St., Box 519
Johnston, PA 15907

McGraw-Hill Book Company
P. O. Box 996
Norcross, GA 30091

McKnight Publishing Co.
P. O. Box 2854
Bloomington, IL 61701

Mid-America Vocational Curriculum Consortium, Inc.
1500 W. Seventh Ave.
Stillwater, OK 74074

National Advisory Council for Career Education
7th and D Street Southwest
R. O. B. 3
Room 3100
Washington, D.C.

National School & Industrial Corp.
14 Glenwood Ave.
P. O. Box 28166
Raleigh, NC 27611

Occupational Awareness
P. O. Box 948
Los Alamitos, CA 90720

Ohio State University
Instructional Materials Lab
1885 Neil Ave.
122 Townsend Hall
Columbus, OH 43210

Portland State University
Division of Continuing Education
P. O. Box 1491
Portland, OR 97207

Prentice Hall Media
Servcode DV
150 White Plains Rd.
Tarrytown, NY 10591

Real World
235 East 45th St.
New York, NY 10017

Sage Publications, Inc.
P. O. Box 5024
Beverly Hills, CA 90210

Southwestern Publishing Co.
5101 Madison Ave.
Cincinatti, OH 45227

Ump's Fwat--(Great Activity for the entrepreneurship area of study; available free of charge)
Figgie International Inc.
1000 Virginia Ctr. Pkwy.
Richmond, VA 23295

Mind
5845 Gardner Hwy
Alexandria, LA 71303

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210

Newsweek
444 Madison Ave.
New York, NY 10022

Opportunities for Learning, Inc.
8950 Lurlini Ave.
Chatsworth, CA 91311

Paperbacks for Educators
1240 Ridge Road
Ballwin, MO 63021

Pitman Learning, Inc.
6 Davis Dr.
Belmont, CA 94002

Prakken Publications, Inc.
P. O. Box 8623
Ann Arbor, MI 48107

Psychological Corp.
7500 Old Oak Blvd.
Cleveland, OH 44130

Reed Career Services
Suite 800
4445 Calgary Trail South
Edmonton, Alberta T6H 979

Singer Career Systems
80 Commerce Drive
Rochester, NY 14623

Talent Assessment, Inc.
P. O.Box 5087
Jacksonville, FL 32247-5087

United States Dept. of Labor
Bureau of Labor Statistics
555 Griffin Sq. Bldg.
Room 221
Dallas, TX 75202

United States Govt. Printing Office
Superintendent of Documents
Washington, D.C. 20402

University of Wisconsin
Publications Unit
1025 W. Johnson St.
Madison, WI 53706

Vocational Biographics, Inc.
P. O. Box 31
Sauk Centre, MN 56378

Vocational Filmstrip Co.
3033 Aloma
Wichita, KS 67211

Vocational Guidance Manuals, Career Horizons
8259 Niles Center Road
Skokee, IL 60076

Walt Disney Educational Media Co.
500 S. Buena Vista St.
Burbank, CA 91521

Westminister Press
The Witherspoon Bldg.
Philadelphia, PA 19107

Wisconsin University Vocational Studies Center
964 Educational Sciences I
1025 W. Johnson St.
Madison, WI 53706

Women's Educational Equity Act
Publisher Resources for Sex Equity
Education Development Center
55 Chapel Street
Newton, MA 02160

In addition, the education service centers listed below have career guidance materials available for use by school districts in their regions:

Executive Directors
Education Service Centers

REGION I — Co.Dist.No. 108-950

Lauro Guerro
Region I Education Service Center
1900 West Schunior
Edinburg, Texas 78539
Telephone: (512) 383-5611

REGION II — Co.Dist.No. 178-950

Gerald Cook
Region II Education Service Center
209 North Water Street
Corpus Christi, Texas 78401
Telephone: (512) 883-9288

REGION III — 235-950

Dennis Grizzle
Region III Education Service Center
1905 Leary Lane
Victoria, Texas 77901
Telephone: (512) 573-0731

REGION IV — 101-950

Tom Pate, Jr.
Region IV Education Service Center
P. O. Box 863
Houston, Texas 77001
Location: 7200 West Tidwell
Telephone: (713) 462-7708

REGION V Co.Dist.No. 181-950

Fred Waddell
Region V Education Service Center
2295 Delaware Street
Beaumont, Texas 77703
Telephone: (409) 835-5212

REGION VI Co.Dist.No. 236-950

Max. W. Schlotter
Region VI Education Service Center
3332 Montgomery Road
Huntsville, Texas 77340
Telephone: (409) 295-9161

REGION VII 092-950

Donald J. Peters
Region VII Education Service Center
P. O. Drawer 1622
Kilgore, Texas 75662
Location: 818 East Main Street
Telephone: (214) 984-3071

REGION VIII 225-950

Scott Ferguson
Region VIII Education Service Center
100 North Riddle Street
Mt. Pleasant, Texas 75455
Telephone: (214) 572-8551

REGION IX 225-950

Jim O. Rogers
Region IX Education Service Center
301 Loop 11
Wichita Falls, Texas 76305
Telephone: (817) 322-6928

REGION X 057-950

Joe T. Farmer
Region X Education Service Center
P. O. Box 1300
Richardson, Texas 75080
Location: 400 E. Spring Valley Road
Telephone: (214) 231-6301

REGION XI 220-950

R.P. Campbell, Jr.
Region XI Education Service Center
3001 North Freeway
Fort Worth, Texas 76106
Telephone: (817) 625-5311

REGION XII 161-950

Weldon O. Mills
Region XII Education Service Center
P. O. Box 1249
Waco, Texas 76703
Location: 401 Franklin Ave.
Telephone: (817) 756-7494

REGION XIII 227-950

Joe Parks
Region XIII Education Service Center
7703 North Lamar Blvd.
Austin, Texas 78752
Telephone: (512) 458-9131

REGION XIV 221-950

Thomas Lawrence
Region XIV Education Service Center
Route 1, P. O. Box 70A
Abilene, Texas 79601
Location: 1850 State Highway 351
Telephone: (915) 676-8201

REGION XV Co.Dist.No. 226-950

Clyde Warren
Region XV Education Service Center
P. O. Box 5199
San Angelo, Texas 76902
Location: 612 South Irene St. 76903
Telephone: (915) 658-6571

REGION XVI Co.Dist.No. 188-950

Kenneth Laycock
Region XVI Education Service Center
P. O. Box 30600
Amarillo, Texas 79120
Location: 1601 South Cleveland
Telephone: (806) 376-5521

REGION XVII 152-950

Delwin Webb
Region XVII Education Service Center
4000 22nd Place
Lubbock, Texas 79410
Telephone: (806) 792-4000

REGION XVIII 165-950

J. W. Donaldson
Region XVIII Education Service Center
P. O. Box 6020
Midland, Texas 79701
Location: LaForce Boulevard
Telephone: (915) 563-2380

REGION XIX 071-950

John E. Uxer
Region XIX Education Service Center
P. O. Box 10716
El Paso, Texas 79997
Location: 6611 Boeing Drive
Telephone: (915) 779-3737

REGION XX 015-950

Judy Castleberry
Region XX Education Service Center
1314 Hines Avenue
San Antonio, Texas 78208
Telephone: (512) 271-7611

Annotated Bibliography

Career Guidance Software

COMPANY	SOFTWARE	COMPATIBLE HARDWARE	DESCRIPTION
ACT Career Planning Service American College Testing Program P.O. Box 168 Iowa City, IA 52243	Discover	TRS-80 Models 2,12,16 Upgraded Apple II & IIe, with hard disk IBM Personal with hard disk IBM Personal XT Systems group S-100 Micros operating under CP/M 2.2	Interest inventory program
Career Aids, Inc. 20417 Nordhoff St. Dept. W 765 Chatsworth, CA 91311	Employability Inventory	Apple II/IIe	Career Exploration and decision making
	Job Stress and Burnout	Apple II/IIe TRS-80 III/4	Stress reduction
	First Day on the Job	Apple II/IIe	How to identify and follow work rules
	Computerized career information system	Apple II/IIe TRS-80 II/IIe	Career exploration
	Career Scan IV	Apple II/IIe IBM PC Commodore 64 TRS-80 III/4	Career exploration
	Computerized career assessment and planning	Apple II/IIe TRS-80 III/4	Career exploration
	Computerized career directions	Apple II/IIe TRS-80 III/4	Interest, career exploration
	Self exploration series	Apple II/IIe TRS-80	Assessment and self-appraisal
	Occupational Interest Matching	Apple II/IIe TRS-80 III/4	Career exploration
	The Micro Art of Interviewing	Apple II/IIe TRS-80 III/4	Career exploration
	The Corporation Job Game	Apple II/IIe TRS-80 III/4	Career exploration
	Work Activities Inventory	Apple II/IIe TRS-80 III/4	Interests
	World of Work	Apple II/IIe	Application of math skills in "real world" situations
	Computer Career Planning Series	Apple II/IIe TRS-80 III/4	Assessment, career exploration
	Compu-Job	Apple II/IIe TRS-80 III/4	Career exploration
	Job Readiness Computer Programs	Apple II/IIe	Aptitudes, career exploration
	Career Inventory Assessment	Apple II/IIe	Assessment
	Work Habits for Job Success	Apple II/IIe	Career exploration, self-appraisal
	Personal Habits for Job Success	Apple II/IIe	Decision making

The Right Resume Writer	Apple II/IIe	Fundamentals of resume writing
Work Series	Apple II/IIe TRS-80 III/4	Career exploration, assessment
Business and Office Job Readiness Test	Apple II/IIe IBM PC TRS-80 III/4	Aptitudes
Careers of the Future	Apple II/IIe	Career information
Careers in Hospital Nursing	Apple II/IIe	Career information
The Computer Guide to Fashion Careers	Apple II/IIe	Career information
College Directions: Two and Four Year Colleges	Apple II/IIe TRS-80 III/4	College locator
Scholarships Today	Apple II/IIe TRS-80 III/4	Aids in location of financial aid
College Scan IV	Apple II/IIe IBM PC Commodore 64 TRS-80 III/4	College locator
Choosing a College Major The Micro way	Apple II/IIe	Exploration of College major fields
100 Top Colleges	Apple II/IIe	College locator
Computer SAT and Computer GRE	Apple II/IIe IBM PC TRS-80 III/4	Aptitudes
The Graduation Dilemma	Apple II/IIe TRS-80 III/4	College exploration; interests
Barron's Computer SAT Study Program	Apple II/IIe TRS-80 III/4	Study program for SAT
PSAT Word Attack Skills	Apple II/IIe	Vocabulary review for PSAT
SAT Word Attack Skills	Apple II/IIe	Vocabulary review for SAT
Mastering the SAT	Apple II/IIe	Study guide for SAT
Super Strategies for the SAT	IBM PC	Preparation for SAT
Preparing for the SAT	Apple II/IIe	Preparing for aptitude tests
Quantitative Comparisons	Apple II/IIe	Preparation for math problems
Study Skills	Apple II/IIe TRS-80 III/4	Interests, problem solving study skills improvement
Following Written Directions	Apple II/IIe	Importance of following directions
Strategies for test taking	Apple II/IIe	Tips on test taking skills
Managing Your Time	" "	Teaches time management
Assertiveness Training	" "	Assertiveness training
Stress Management	" "	Stress management
I Can	" "	Coping with stress
Decision Making and Problem Solving	Apple II/IIe TRS-80 III/4	Problem solving
Who Am I?	" "	Assessment, aptitudes
Personality Profile	Apple II/IIe	Self appraisal
Purchase power	" "	Consumer education

	The Values Auction	Apple II/IIe TRS-80 III/4	Career exploration, reward systems
	Counselor Log	Apple II/IIe	File for counseling records
	Test Writer	TRS-80 III/4	Test writer for instructors
	Apple Grade Book	Apple II/IIe	Grade recording system for instructors
	Reading Level Analysis	Apple II/IIe TRS-80 III/4	Reading level evaluation
	Purchase	Apple II/IIe TRS-80 III/4	System for ordering bulk purchase items
	The Classifier: Class Scheduling System	Apple II/IIe TRS-80 III/4	Provides a comprehensive schedule of classes
	The Reporter	Apple II/IIe	Complete report card package
	The Inspector: Attendance Program	Apple II/IIe IBM PC TRS-80 III/4	Comprehensive attendance package
	The Officer	Apple II/IIe TRS-80 III/4	Complete attendance package
	Micro Test	Apple II/IIe	Test generating system
	Gradekeeper	Apple II/IIe	Program for grade storing
	Parent Reporting	Apple II/IIe	"Mini word processor" for sending home personalized messages
Career Aids, Inc. 20417 Nordhoff St. Dept. K 65 Chatsworth, CA 91311	Computerized Career Information System	Apple II/IIe TRS-80 III/4	Career Exploration
	Career Scan IV	Apple II/IIe IBM PC Commodore 64 TRS-80 III/4	Career Exploration
	Computerized Career Assessment Planning	Apple II/IIe TRS-80 III/4	Career Exploration
	Computerized Career Directions	Apple II/IIe TRS-80 III/4	Career Exploration
	Self-exploration Series	Apple II/IIe TRS-80 III/4	Assessment, self-appraisal
	Occupational Interest Matching	Apple II/IIe TRS-80 III/4	Career exploration
	The Micro Art of Interviewing	Apple II/IIe TRS-80 III/4	Aptitudes
	The Corporate Job Game	Apple II/IIe TRS-80 III/4	Career exploration
	Work Activities Inventory	Apple II/IIe TRs-80 III/4	Interest Inventory
	World of Work	Apple II/IIe	Math skills applied to job situations
	Computer Career Planning Series	Apple II/IIe TRS-80 III/4	Assessment
	Compu-Job	Apple II/IIe TRS-80 III/4	Career Exploration
	Job Readiness Computer Programs	Apple II/IIe	Career Exploration
	Career Inventory Assessment	Apple II/IIe	Career assessments
	Work Habits For Job Success	Apple II/IIe	Career Exploration

	Personal Habits for Job Success	Apple II/IIe	Decision making exercises
	The Right Resume Writer	Apple II/IIe	Fundamentals of Resume Writing
	Work Series	Apple II/IIe TRS-80 III/4	Career exploration
	Business and Office Job Readiness Test	Apple II/IIe IBM PC TRS-80 III/4	Aptitudes
	Career of the Future	Apple II/IIe	Career exploration
	Careers in Hospital Nursing	Apple II/IIe	Interest Inventory
	The Computer Guide to Fashion Careers	Apple II/IIe	Career exploration
	College Directions: Two and Four Year Colleges	Apple II/IIe TRS-80 III/4	College locator
	Scholarships Today	Apple II/IIe TRS-80 III/4	Aid in location of financial aid
	College Scan IV	Apple II/IIe IBM PC Commodore 64 TRS-80 III/4	Matches user's interest to list of U.S. colleges
	Choosing a College Major the Micro Way	Apple II/IIe	Interest inventory, exploration of college major fields
	100 Top Colleges	Apple II/IIe	Matches user interest to college in U.S.
COIN Old Mansfield Rd Wooster, OH 44691	Career Search College Search Sooner-Self-determination Financial Aid Eligibility	Radio Shack TRS-80 Model I Level II TRS-80 Model II Apple II	Profile of occupational/educational information
Curriculum Connection 1211 10th St. SW Box 135 Largo, FL 34294	Career System 2000	Apple II, II+, IIe Microcomputer	Career exploration
	Career Scan IV	TRS-80 Model III/4 Apple II/II+/IIe	Career exploration
	Compu-Job: How to get and keep a job	Apple II/II+/IIe	Career exploration
	Self-Exploration Inventories	Apple II/II+/IIe	Self-appraisal
	Careers of the future	Apple II/II+/IIe	Career exploration
	The Right Resume Writer	IBM PC Apple II/II+/IIe	Fundamentals of resume writing
	Careers in Hospital Nursing	Apple II/II+/IIe	Interest inventory
	Nursing and Leadership the E.S.P. Approach	Apple II/II+/IIe	Career exploration
	The Values Auction	TRS-80 III/4 Apple II/II+/IIe	Values assessment
	The Graduation Dilemma	TRS-80 III/4 Apple II/II+/IIe	Problem solving
	The Micro Art of Interviewing	TRS-80 III/4 Apple II/II+/IIe	Aptitudes
	The Work Activities Inventory	TRS-80 III/4 Apple II/II+/IIe	Interest

E.S.P. - Expectations, Skills, Payoffs	TRS-80 III/4 Apple II/II+/IIe	Self-appraisal
The Corporation Job Game	TRS-80 III/4 Apple II/II+/IIe	Career exploration
Barron's SAT	IBM PC Commodore 64 Apple II/II+/IIe	Problem solving
Eduware SAT & PSAT	Apple with Applesoft, 48K memory, and disk drive	Aptitudes
Harcourt Brace Jovanovich	Apple with Applesoft, 48K memory, and disk drive	Aptitudes
College Scan IV	Apple II TRS-80 III/4	Matches user interest to list of colleges in U.S.
Peterson's College Financial Aid Service	Apple IIe/IIc	Matches user with appropriate aid and grants
Peterson's College Selection Service	IBM PC Apple II/II+/IIe	College locator
Counselor Accountability	Apple II/II+/IIe	Counselor aid
Counseling Notes System	Apple II/II+/IIe	Note filing system
Counselor Log	Apple II/II+/IIe	Aid in report writing
Counseling Goals System	Apple II/II+/IIe	Counselor evaluation
MAPS: Methodical Aid to Problem Solving	Apple II/II+/IIe	Aptitudes, problem solving
Job Stress and Burnout: Coping and Prevention	Apple II/II+/IIe	Stress reduction
Choosing a College Major the Micro Way	Apple II/II+/IIe	Assessment
Decision Making and Problem Solving	Apple II/II+/IIe	Problem solving
Computer Science I	Apple II/II+/IIe	Preparation for CS achievement test
Computer Literacy	Apple II/II+/IIe	Intro. to BASIC
Sorting Techniques I	Apple II/II+/IIe	Algorithm of sorting techniques demonstrated
Sorting Techniques II	Apple II/II+/IIe	Algorithm of sorting techniques demonstrated
Meddle Pruf	Apple II/II+/IIe	Prevents piracy of and tampering with student's disk by another student
Visual Discrimination	TRS-80 III/4 Apple II/II+/IIe	Provides practice for discriminating between shapes
Visual Memory	TRS-80 III/4 Apple II/II+/IIe	Focuses on improving visual memory
Troll's tale	Apple II/II+/IIe	Give to strengthen abilities to draw conclusions, make inferences
Creativity	Apple II/II+/IIe	Stimulates creative thinking
Language Skills	TRS-80 III/4 Apple II/II+/IIe	Teaches language through conversational approach
Capitalization Plus	Apple II/II+/IIe	Covers all rules for capitalization
Subject-Verb agreement Plus	Apple II/II+/IIe	Covers rules for subject-verb agreement

	Diagramming	TRS-80 III/4 Apple II/II+/IIe	Shows relationship between various parts of a sentence
	English Achievement I-V	TRS-80 III/4 Commodore 64 IBM PC Apple II/II+/IIe	English grammar tutorial and review
	Spanish Achievement I-III	Apple II/II+/IIe	Spanish grammar tutorial and review
	Lifeskills Reading series	Apple II/II+/IIe	Reinforcement of reading skills in "everyday settings"
	Addition with Carry	TRS-80 III/4 Commodore 64 IBM PC Apple II/II+/IIe	Math tutorial program
	Elementary Math Steps	Commodore 64	Elementary math tutorial, up to grade 3
	Subtraction	TRS-80 III/4 Commodore 64 IBM PC Apple II/II+/IIe	Practice in subtraction, elementary and up
	Math Machine	Apple II/II+/IIe	Math tutorial program; timing gets faster as program proceeds
	Math for all ages	TRS-80 III/4	Broad-ranged math practice programs
	Spatial relations	TRS-80 III/4 Apple II/II+/IIe	Eight programs dealing with geometric shapes and spatial relationships
	Personal Consumerism	TRS-80 III/4 Commodore PC Apple II/II+/IIe	Encourages basic skills in personal money management
	Contemporary Living	TRS-80 III/4 Commodore PC Apple II/II+/IIe	Encourages basic skills in personal money management
	Work Series	TRS-80 III/4 Commodore PC Apple II/II+/IIe	Encourages basic skills in personal money management
	Personal Finance	TRS-80 III/4 Commodore PC Apple II/II+/IIe	Encourages basic skills in personal money management
	Lifeskills Math Series	TRS-80 III/4 Apple II/II+/IIe	Encourages building of basic skills in math
Jefferson Software Systems Software Assoc. 723 Kanawha Blvd. Charleston, WV 25301	Computerized Career Assessment and Planning Program	Apple II/IIe TRS-80 III/4 IBM PC	Career exploration, decision making
	Career Directions	Apple II/IIe TRS-80 III/4 IBM PC	Career exploration
	College Directions	Apple II/IIe TRS-80 III/4 IBM PC	Aids in matching individual's interest to a college
	Scholarships Today Module I	Apple II/IIe TRS-80 III/4 IBM PC	Exploration of financial aid programs

	Scholarships Today Module II	Apple II/IIe TRS-80 III/4 IBM PC	Exploration of financial aid from private sources
	Careers of the Future	Apple II/II+/IIe	Career exploration
	The Values Auction	Apple II/II+/IIe TRS-80 III/4	Exploration of major reward systems
	The Corporation Job Game	Apple II/II+/IIe TRS-80 III/4	Decision making skills
	The Work Activities Inventory	Apple II/II+/IIe TRS-80 III/4	Interest
	The Micro Art of Interviewing	Apple II/II+/IIe TRS-80 III/4	Preparing for an interview
	The Graduation Dilemma	Apple II/II+/IIe TRS-80 III/4	Aptitudes, decision making
	E.S.P The Micro Basics of Supervision	Apple II/II+/IIe TRS-80 III/4	Concepts of supervision
Lakeshore Curriculum Materials Co. P.O. Box 6261 Carson, CA 90749	Everyday Consumer Skills	Apple II/IIe TRS-80 III/4	Skills for everyday living
	Survival Math Games	Apple II/IIe TRS-80 III/4	Game format to strengthen math skills
	Following Written Directions	Apple II/IIe	Learning to follow instructions
	Money Matters	Apple II/IIe TRS-80	Practical experiences in banking and consumer transactions
	Math and Your Personal Finances	Apple II/IIe TRS-80	Management of personal finances
	Shop and Save	Apple II/IIe TRS-80	Consumer finances and transactions
	Math for Everyday Living	Apple II/IIe TRS-80	Basic math skills
	Using the Phone Directory	Apple II/IIe TRS-80	Understanding terminology in the phone directory
	Math in the Marketplace	Apple II/IIe TRS-80	Using math skills in everyday settings
	Math Blaster	Apple II/IIe	Math skills game
	Math Baseball	Apple II/IIe TRS-80	Math skills game
	Math Conquerers	Apple II/IIe TRS-80	Math skills game
	Realval	Apple II/IIe TRS-80 IBM PC Osborne I	Analyzes real estate income properties for investment values
	Computer Literacy for the IBM PC	IBM PC or PC compatibles	Learning about the IBM PC
	Introduction to Basic: For the IBM PC	IBM PC or PC compatibles	Teaches Basic programming
	Hypergraphics	IBM PC Apple II	Creating and updating graphics
	Data Processing Courseware	Apple II IBM PC	Data processing
	Accounting Clerk Practice Set	Apple TRS-80	Practice set for acct. and bookkeeping
	Microcomputer Accounting Applications	Apple TRS-80	Application of business record keeping
	Gregg Personal Keyboarding	Apple TRS-80	Training in location of letters and characters

			on the TRS-80 and Apple II keyboards
	Marketing Peanut Butter	Apple TRS-80 IBM PC	Marketing and management decision making
	The Donut Franchise	Apple TRS-80 IBM PC	Students make all of the decisions for a small business
	Accounting Courseware	Apple IBM	Covers the accounting cycle for a single proprietership
	Computer Power	Apple II+/IIe	Beginner programming
	Microcomputer applications for the Data Processing Work Kit	TRS-80 Apple II/II+	Business data processing activities
	Accounting Courseware	Apple II+ TRS-80 III	Clarifies information flow in the acct. cycle
Southwest/Mind 5845 Gardner HWY Alexandria, LA 71303	Mechanics Cluster	Apple & compatible	Nine modules of instruction
	Construction Trades Cluster	Apple & compatible	Two modules, "Reading the Rules" and "Measuring and Cutting to Size"
	Metal Trades Cluster	Apple & compatible	Two modules, "Shop Math" and "Blueprint Reading"
	Welding Processes	Apple & compatible	Instructions in Welding
	Digestion	Apple & compatible	Nursing Cluster
	Inventory	Apple & compatible	Retailing Cluster
	Clerical/Office Cluster	Apple & compatible	Six instructional modules
	Food Service Cluster	Apple & compatible	Five instructional modules
	Carpentry Cluster	Apple & compatible	Five instructional modules
	Survival Skills Cluster	Apple & compatible	Computer Software Skills programs designed to improve thinking and reading abilities

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS OF 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967: AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.